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ABSTRACT

This guidebook provides direction and information that will help students understand what nontraditional occupations are, what is creating new opportunities in such occupations, and what employers and nontraditional employees say about the new trends. The first of thirteen chapters gives the student information on how to use the guide. Chapter 2 provides a self-awareness questionnaire designed to increase the student's understanding of personal values and interests. Chapter 3 examines the growth in nontraditional occupations and defines nontraditional vocational education programs, sex discrimination, sex bias, sex stereotyping, and affirmative action. Chapters 4 and 5 examine sex discrimination laws and equal employment opportunity cases. The sixth chapter explores work, life styles, and sex roles. Chapters 7 and 8 present information on the opportunities for men and women in nontraditional occupations and nontraditional employment patterns. Chapters 9-12 discuss what employers say they want in employees, new job choices, preparing for nontraditional careers, and other ways to obtain information and become involved with a nontradiitonal career. The final chapter suggests questions for the student who has made a career choice. Learning-aid questions, self-awareness checksheets, and case studies are used in the guide as aids to help students better understand the topics covered. (LRA)

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CHOICES AND CHALLENGES

A Student Guidebook About Nontraditional Career Opportunities

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1979

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ACKNOWLEDGMENTS

This guidebook for students (and educators) was created with the help of many persons within and outside the educational community who gave time, thought, information, and support to the study team members during interviews and meetings throughout California. Interestingly, all participants identified up-to-date, realistic information as a necessary base for career planning, whether the planning is by a young person beginning a career or a mature adult facing a career change, reentry into the work force, or advancement.

The information base needed for career planning depends upon much more than employment statistics. It must offer a preview of the pattern that will emerge in an individual's life as a result of his or her occupational choice. Nowhere is this "pattern of recognition" more important than in the consideration of a nontraditional occupation. For this reason, the California State Department of Education, in cooperation with the Chancellor's Office, California Community Colleges, has sponsored a project to identify the opportunities and challenges involved with nontraditional occupations.

This guidebook speaks to students because it is they who must take responsibility for their career choices. The content was derived from data and interviews provided by educators in secondary schools, community colleges, and regional occupational programs/centers (ROP/Cs); small-business and corporate employers; labor representatives; students; nontraditional employees; and staff members of agencies engaged in vocational training, job development, and placement.

We want to thank the employers, employees, and community agencies that contributed information to this guidebook. We also wish to express our appreciation to the educators and students who provided their insights and assistance. Particular appreciation is given to the following persons for their help in reviewing the material in this guidebook:

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CONTENTS

		Page
1	A Few Words to Students Using This Guidebook	1
2	Let's Begin With You	3
3	What's Behind the Growth in Nontraditional Occupations?	7
4	Laws That Protect You From Sex Discrimination	13
5	For Thought and Discussion: Equal Employment Opportunity Cases	19
6	Work, Life Styles, and Sex Roles	23
7	For Men and Women: Opportunities in Nontraditional Employment	29
8	Nontraditional Employment Patterns	41
9	What Employers Say They Want	47
10	New Directions—New Job Choices	51
11	Preparing for a Nontraditional Career	55
12	Other Options . . .	65
13	Where Do You Go From Here?	69

* * *

Insightful statements punctuate sections of this guidebook. They were made during an interview with Eleanor Hoskins, founder and executive director of the Career Planning Center (CPC), Los Angeles. CPC is a nonprofit organization dedicated to helping women develop their career potential. Ms. Hoskins' thoughts about nontraditional employment, vocational preparation, women in the work force, counseling, and access to occupational information give clarity to the direction career planning must take to be successful for both men and women.

A FEW WORDS
To Students Using This Guide

"Self-knowledge requires that time be devoted to personal assessment and counseling. Over a period of weeks, great insight can take place. An hour or two of counseling won't do it. Ongoing seminars, workshops, and career conferences can be tremendously helpful. A much more personal approach is required in counseling. . . ."

This guidebook is intended to help you think about the relationship between your education and your future work life. You may have already decided on an occupation. If so, you are lucky because you can relate your present classwork to the things you will need to know in that occupation.

If you are not sure about the type of work you would like to do, this is a good time to begin thinking about it so that you can shape your education for a career that fits your abilities and interests. This planning process usually involves talking to parents, friends, teachers, counselors, and to persons who are working in the occupation of your interest. It may also involve taking aptitude and interest tests, the latter to help you clarify your likes and dislikes. You may enroll in courses that provide you with an exposure to the requirements of the occupation of interest to you.

Career planning is an ongoing process. In the beginning, research, thought, and decision-making are needed by you to choose a career and vocationally prepare for it. Later, you will use the planning process to find employment, gain advancements on the job, or even change occupations in midcareer.

Regardless of where you are in the career-planning process at this time, your education can do more than prepare you for employment. It can help you define your values and what you want from life.

The focus of this guidebook is on exploring nontraditional occupations—that is, occupations that used to primarily employ men or women, but are now open to all qualified applicants.

As you look around, you become aware that most firefighters are men and most nurses are women. Why is this so? Can a woman who wants to become a firefighter enter that work? How about a man becoming a nurse?

These are some of the questions we will discuss in the coming pages. Other topics include information about laws and terms to help you better understand the background of nontraditional occupations. We will examine the opportunities awaiting you in nontraditional occupations in California and the availability of vocational education programs that can prepare you for such employment.

Three types of aids will help you better understand the topics covered in this guidebook.

1. **Learning Aids** – Questions to help you learn and reflect on what you have read or to prepare you for the coming section. Answers are provided so that you can check your answers quickly and easily.
2. **Self Awareness** – Short checksheets that help you identify your likes, dislikes, preferences, interests, opinions, and values as they relate to career planning. There are no correct answers.
3. **Case Studies** – Real-life stories that can be used to think about or discuss issues involving equal opportunities on the job. You can compare your ideas on how to resolve these disputes with the experts.

Below is an example of the questions that are used as Learning Aids throughout this guidebook.

LEARNING AID 1

Directions: Answer each of the following statements true or false.

___ 1. The term, nontraditional occupation, applies primarily to one in which women hold most of the jobs.

___ 2. Career planning is a brief, one-time thing. The sooner you get started on it, the sooner you can complete planning and move on to training.

___ 3. The purpose of this guidebook is to help you select a nontraditional occupation.

(See answers below)

As an aid in helping you learn more about career planning and your own interests, *Choices and Challenges* can be used by you as an individual reader, in a classroom setting, or as part of a study group. The latter may be a group concerned with career planning or life choices; it may be a vocational counseling group in which reading and "rapping" together helps each person begin to determine future job goals. Regardless of the way in which it is used, this guidebook can serve as a text, resource or reference material, or as a discussion guide.

Answers to Learning Aid 1

1. False A nontraditional occupation for you is one in which most of the jobs within it are held by members of the sex opposite to your own. This can apply to men and women.

2. False Career planning is a continuous process that can occur at all stages of a person's work cycle. The problems and choices may be different for a person 45 years old than those of a person of 20, but both need to engage in ongoing career planning and assessment to gain the most out of work.

3. False The purpose of this guide is to provide current information about nontraditional occupations and what is involved in choosing nontraditional employment.

2 LET'S BEGIN WITH YOU

This guidebook is just that—a guide. It provides direction and information that will help you understand what nontraditional occupations *are*, what is happening to create new opportunities in such occupations for both men and women, and what employers and nontraditional employees say about the new trends. Before examining the laws, definitions of terms, and other things that clarify nontraditional employment, let's begin with you—your values and interests as they relate to the work you want to do.

In making a career plan, ask yourself about the meaning of work and its impact on your life. A good starting place is with your present values. Values can be hard to define, especially as they relate to a choice of careers. SELF AWARENESS 2 can help you focus on the values that are important to you. In completing the questionnaire, choose those values that are important to you *right now* — not what you will value ten years from now (you can only guess), and not what you "should" value or what other people want you to value. Keep your values list showing the rank of each item. You will come back to this list later.

Now, let's find out what is behind the growth in nontraditional careers and discover whether or not you are interested in one of these occupations.

SELF AWARENESS 2

VALUE CLASSIFICATION

Below is an alphabetical list of 20 selected values. The list is not scientific nor complete, but your task is to read the entire list and select the five most important ones to YOU. After selecting, place them in rank order of importance to you—place a 1 next to the one which you believe is most important, a 2 next to the second most important, and so on. Feel free to change your mind.

_____ Contentment (a sense of inner peace, harmony, well-being, and satisfaction with yourself and life in general)

_____ Comfortable life (enjoyment of the good things in life, a relaxed and unhassled life style)

_____ Economic security (freedom from financial worries)

_____ Education (continuous learning and personal growth)

_____ Equality (opportunity to try or do whatever you want)

_____ Excitement (involvement in stimulating, fast-paced or even dangerous activities)

_____ Friendship (warm and caring relationships with others)

_____ Health (freedom from illness or physical impairments that prevent you from full enjoyment of life)

_____ Independence (freedom to make your own decisions and choices without getting anyone else's permission)

_____ Leisure (time to do things you want, time for personal interests)

_____ Mature love (physical and emotional intimacy)

_____ Mobility (ability to travel, move to or from city or rural environment, see the world)

_____ Personal appearance (nice clothes, good grooming)

_____ Personal distinction (being well known, admired or influential)

_____ Personal security (freedom from physical harm)

_____ Self-respect (being satisfied with yourself and what you stand for)

_____ Sense of achievement (feeling you have accomplished what you want, making a worthwhile contribution)

_____ Social life (being an active part of a group, good entertainment, having people you like around you)

_____ Wisdom (having a mature understanding of life)

_____ World of beauty (enjoying nature, music, the arts)

After you have completed your selection and ranking of the five values that are MOST important to you, look at the comments on the next page.

Comments on Self Awareness 2

As you know, there is no "correct" list of values. In fact, you may have some value(s) that are more important to you than those shown on the list. For example, you may give high rank to religious or political values that are not part of this exercise. If this is the case, include any value you believe to be among the five top values that are important to you. Ask yourself the following questions:

1. Did you have trouble selecting the top five values asked for in this exercise? If so, you are not alone. Many people have trouble identifying their values and even more trouble ranking them.
2. Do you believe the values you selected are the same now as they were several years ago? If not, why?
3. Of the values you picked, how many can be related directly to the career you have or plan to pursue (for example, economic security)?
4. Which of your important values are related indirectly to work (for example, excitement or sense of achievement)?
5. What would be the order of the values shown on the list if you had been asked to rank all 20 of them from most to least important to you?

If possible, you may wish to compare your answers to these questions with other persons who have also ranked their important values.

USE THIS PAGE FOR NOTES

3 WHAT'S BEHIND THE GROWTH

In Nontraditional Occupations?

The movement of men and women into nontraditional work roles is a growing one. It is no longer startling to see a woman police officer on patrol or a man preschool teacher taking children for a walk. The old barriers that once rigidly defined what was "proper" work for a man or a woman are disappearing.

In our post-industrial society, brain power has replaced muscle power as the key ingredient in work and men and women possess brain power in equal amounts. Women formerly were expected to work for lower wages than men; today's woman believes that equal work requires equal pay and she is entering occupations that will provide a good income. Men are discovering that being in a service occupation or being a primary care giver can be enriching and personally fulfilling.

An understanding of basic laws and terms relating to equal employment opportunities is necessary in discussing the growth of nontraditional work.

Some Basic Terms in the Nontraditional World of Work

You will find several new terms in use as you examine nontraditional employment. The major ones are defined here.

What Is a Nontraditional Occupation?

The dictionary tells us that tradition is the handing down of beliefs, values, customs, or statements from one generation to the next by word of mouth or by practice as the basis for present behavior or practice. For the moment, we will not concern ourselves with why some occupations have been traditionally filled by persons of one sex or the other; we just know that there are lots of occupations in which this has occurred because of past beliefs and customs. Therefore, it is easy to understand why the term *nontraditional occupation* is used to refer to the occupation of an individual in which the vast majority of other jobholders in the occupation are of the opposite sex. Remember, an occupation is considered traditional or nontraditional on the basis of the sex of the person holding it. For example, being a carpenter is considered a nontraditional occupation for a female because most carpenters are male. At the same time, a man who becomes a nurse or a secretary has a nontraditional occupation because most persons holding such jobs are women.

Who holds *what* jobs can change with time! At one time, the jobs of bank teller and telephone operator were almost entirely held by men. Women in such jobs were very "nontraditional." Today, women hold those jobs and men entering them are being employed in nontraditional occupations. During the Colonial period, many women were printers; forty years ago, most real estate salespersons were men. As times change, so do sex roles within occupations.

The degree to which one sex holds most of the jobs within an occupation determines whether it is a nontraditional occupation to a member of the opposite sex.

Even though the term "nontraditional" occupation applies to jobs for both men and women, you will soon learn that there are a greater number of nontraditional occupations for women than men because tradition and employment practices have served to discourage women from entering a wide variety of occupations.

Check your knowledge of the limitations on women in the workplace by answering the following questions in LEARNING AID 3, Working Woman Quiz.

LEARNING AID 3

WORKING WOMAN QUIZ

How much do you know about the status of women in today's labor force? Find out by answering the questions in this quiz. The answers are on the next page. Circle the one answer you believe most correct for each question.

1. What percent of the total labor force in the United States is made up of women?
   a. 26 percent b. 41 percent c. 54 percent
2. How much does the average working woman earn in comparison to each working man?
   a. 95 percent b. 75 percent c. 59 percent
3. What portion of the registered apprentices in California are women?
   a. 2 percent b. 15 percent c. 33 percent
4. In what year is it expected that the number of men and women in the labor force will be equal?
   a. In 1990 b. In 2000 c. In 2010
5. How many years can a married woman without children expect to be active in the labor force?
   a. 15 years b. 20 years c. 30 years

Answers to Learning Aid 3

The correct response to the questions asked in the Working Woman Quiz are:

1. (b) 2. (c) 3. (a) 4. (b) 5. (c)

Further explanation of these and other important facts about women in the labor force will be presented throughout this guidebook.

What Is a Nontraditional Vocational Education Program?

Vocational education is preparation for a specific occupation or group of related occupations. A nontraditional vocational program or course for a student is one in which the vast majority of students are of the opposite sex. The U.S. Office of Education defines nontraditional vocational programs as those in which 80 percent or more of the students are of the opposite sex. A vocational course in which 9 out of 10 students are male would be nontraditional for a female.

Although the USOE-defined proportion may change with time, this guidebook uses the 80-percent proportion when discussing nontraditional vocational education programs.

What Is the Difference Between Sex Discrimination, Sex Bias, and Sex Stereotyping?

In the past, tradition discouraged men and women from entering certain occupations. Today, when you are actively discouraged from considering a job or occupation, any or all of the following things may be involved: sex discrimination, sex bias, or sex stereotyping. Each is defined below.

Sex Discrimination is any *action* which limits or denies a person or group from having equal opportunities, roles, privileges, or rewards on the basis of sexual gender. Example: Nonexistent or poorly funded women's athletic programs at schools or colleges that have quality programs for men.

- *Overt* discrimination refers to open and unconcealed treatment that limits or denies one sex, but not the other. Example: When a female is not permitted to enroll in an automotive course because she is not a male.

- *Covert* discrimination appears to be fair and legal, but actually disguises discrimination against one sex. It is usually harder to distinguish when it is taking place. Example: When a young woman is admitted to an automotive course, but is not provided with locker space,

shower cleanup facilities, or restrooms (which young men are provided).

Sex Bias refers to *behaviors* and attitudes that say, in effect, that one sex is superior to the other. Example: A male sales manager who seeks to promote men rather than women of equal qualifications because he believes that "men are better management material than women" exhibits sex bias.

Sex Stereotyping confers *behaviors, abilities, interests, roles,* or *values* according to sex, not individuality. Examples: Men are aggressive, women are passive; men value power, women value sharing.

Sex Equity or *sex fairness* refers to the efforts made by schools and employers to provide equal opportunities and treatment for men and women and to actively eliminate sex discrimination, sex bias, and sex stereotyping within the learning and working environment.

What Is Affirmative Action?

In the upcoming pages, you will learn that federal and state laws prohibit businesses, schools, agencies, etc., from discriminating toward a job applicant, employee, student, or client because of the individual's race, religion, national origin, age, handicap, or sex. Affirmative Action does not stop at merely prohibiting discrimination. In addition, it requires that each firm or organization receiving federal funds or contracting with the government (or subcontracting) for $10,000 or more must actively take steps to overcome discrimination. Such steps must be written in a formal five-year plan and filed with the government. The Affirmative Action Program plan must tell how persons from groups which have been discriminated against in the past will be given opportunities for admissions and/or recruitment, employment, and promotion. The plan must state what steps are to be taken to end discrimination and the actual numbers of persons to be involved in the program.

Affirmative Action is a major reason for the expansion of nontraditional occupations for women and the movement of women and members of minority groups into management positions.

Check to see if you understand the terms that have been discussed thus far by answering the questions in LEARNING AID 4.

LEARNING AID 4

TERMS

Indicate which of the following statements are true or false.

____ 1. An occupation is considered nontraditional on the basis of the sex of the person holding it.

____ 2. According to the U.S. Office of Education, a nontraditional vocational program for a female is one in which male students dominate enrollments by 80 percent or more.

____ 3. Sex discrimination is an attitude of someone who thinks boys are superior to girls.

____ 4. Affirmative action is a major factor in opening up many nontraditional employment opportunities for women and members of minority groups.

(See answers on next page)

Answers to Learning Aid 4

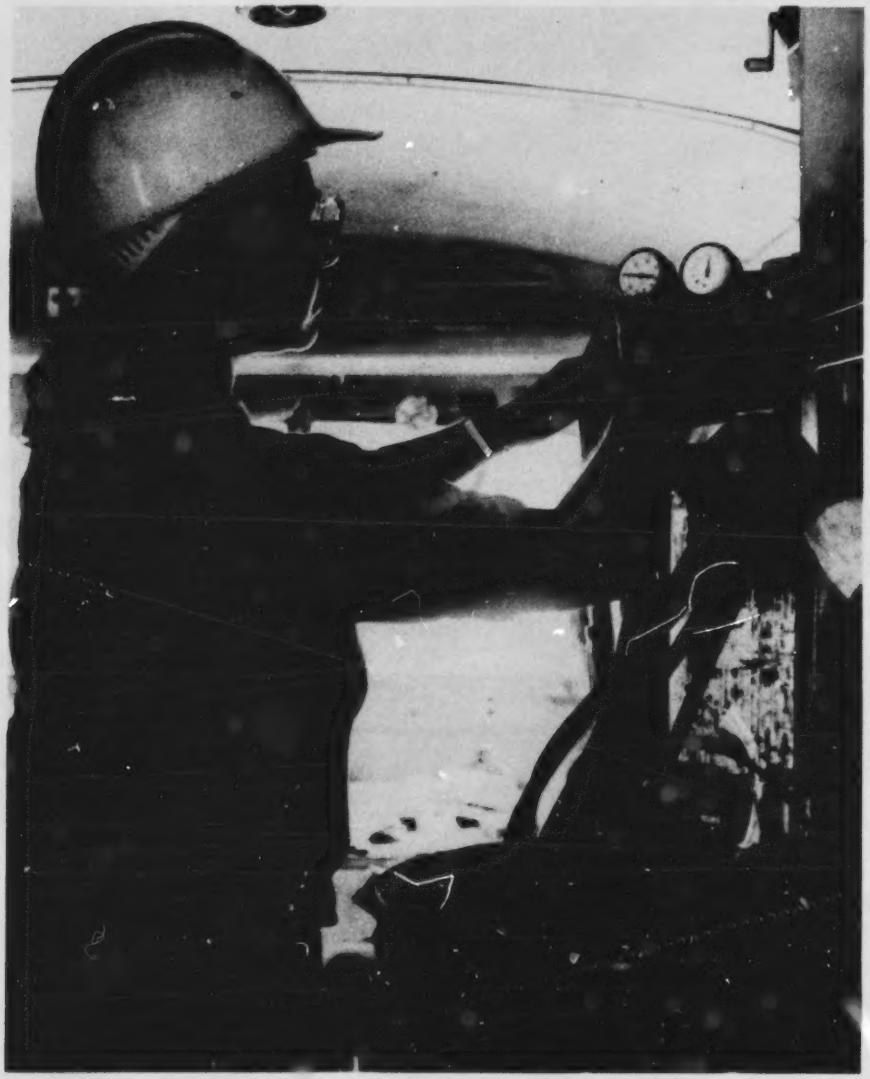
1. True — An occupation can be traditional for a man, such as carpenter, or non-traditional when a woman is a carpenter.

2. True — For now, the U.S. Office of Education provides the guideline for non-traditional vocational program enrollments as being those in which 80 percent or more of the enrollments are of the opposite sex of the person seeking enrollment. This could change at a later date.

3. False — Sex discrimination is an action, not an attitude. Sex *bias* is an attitude of superiority.

4. True — Affirmative action not only prohibits discrimination, it requires that schools and employers actively take steps to eliminate discriminatory practices.

If you missed any of these questions and do not understand why, review the material in the related section.



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15

4 LAWS THAT PROTECT YOU

From Sex Discrimination

". . . all women face some common problems in terms of planning a work career. We must deal with sex stereotypical thinking that is inherent in most women; we must deal with their lack of self-knowledge—the 'Who am I?' and 'What can I do?' aspects; we must face the fact that, in the past, they were not encouraged by parents, teachers, schools, or significant others to explore nontraditional vocational education programs."

Although sex stereotyping and sex bias are barriers, sex discrimination is the most obvious barrier to equal opportunity in school and at work. Because of this, many federal and state laws have been passed during the last two decades to end sex discrimination.

Sex Discrimination in Employment

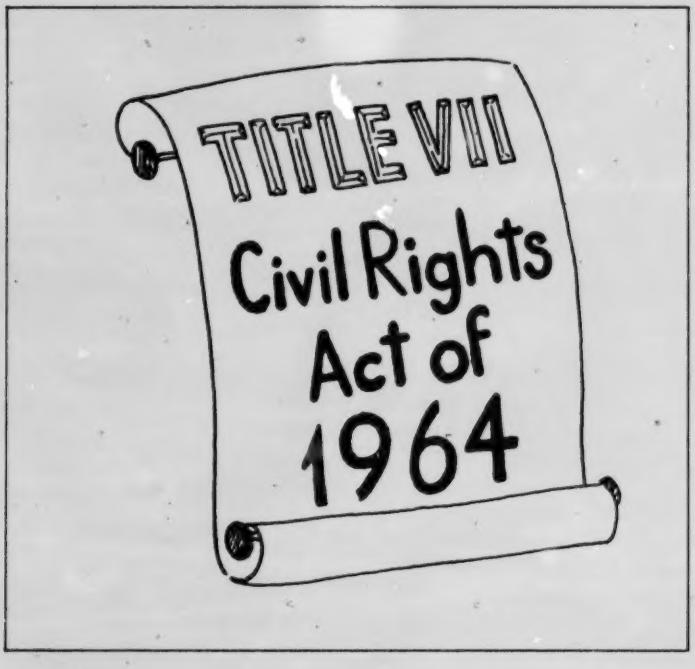
Two federal laws that prohibit sex discrimination at work are presented below.

- **The Equal Pay Act of 1963**

  The Equal Pay Act forbids paying men and women different wages for doing essentially the same job. This applies to base pay, overtime, sick and vacation pay, and fringe benefits.

- **Civil Rights Act of 1964, Title VII**

  With some very limited exceptions, this law applies to all employers with 15 or more employees. It bans all discrimination in employment because of race, color, religion, *sex*, or national origin. It covers all terms and conditions of employment and holds the employer responsible for any discrimination that occurs within the employer's organization. In 1972, provisions of Title VII were extended to employees



of all educational institutions, state and local governments, members of labor organizations, and users of employment services. Title VII is administered and enforced by the Equal Employment Opportunity Commission (EEOC).

- **Executive Order 11246**

  An executive order is a mandate by the President of the United States. The above executive order prohibits all discrimination in employment by federal contractors and subcontractors, including colleges and universities, and federally assisted construction projects. This is the basis for affirmative action. Any agency covered by this executive order can lose its federal funds or contract if it does not comply with its provisions.

- **Executive Order 11478**

  This executive order prohibits discrimination in federal employment because of sex, race, color, religion, or national origin. It extends the requirement for affirmative action plans in various federal agencies.

The major state laws in California that stop discrimination are described below.

- **Assembly Bill (AB) 803**

  Prohibits discrimination based on ethnic group, age, religion, color, physical handicap, or sex in any program or activity that is funded by the state or that receives any state financial aid.

- **California Fair Employment Practices Act**

  Safeguards the right of persons to seek and hold a job without discrimination based on race, religion, color, national origin, medical condition, marital status, physical handicap, or sex.

- **California Pay Act**

  Requires that equal wages be paid to men and women for equal work requiring equal skill, effort, and responsibility. Exceptions are for seniority on the job or a legitimate difference based on factors other than sex. Employers must keep records for two years regarding wages, wage rates, job classifications, and other employment conditions.

There are other federal and state laws that prohibit sex discrimination in employment, but these provide the essential legal framework for requiring equal treatment of men and women in employment practices.

Sex Discrimination in Education

There is a great amount of overlap between the laws which apply to discrimination in education and employment. The following laws deal most directly with education.

- **Education Amendments of 1972, Title IX**

  This law prohibits sex discrimination against students in all institutions receiving federal funds by grants, loans, or contracts. Discrimination in admissions is prohibited in vocational schools, graduate, professional, and public undergraduate schools. Title IX covers all aspects of education including access and admissions to all courses and programs, counseling and guidance services, athletics, student rules and policies, financial assistance, extracurricular activities, and employment.

- **Education Amendments of 1976, Title II**

  Provisions of this legislation make vocational educators responsible for taking positive steps to overcome sex bias, sex discrimination, and sex stereotyping in all programs. It is important to note that rather than prohibiting discriminatory practices (which are already covered by Title IX, Education Amendments of 1972), this law requires that states take affirmative action to foster sex equity in vocational education.

These are brief descriptions of laws pertaining to sex discrimination in education and employment and not intended to make you an expert. However, you do need to know that *your rights to equal vocational education and employment opportunities are protected by law.* If you are considering a nontraditional occupation, you may want to learn more about these and other laws.

How Sex Discrimination Laws Affect Education and Work

Some people claim that current sex discrimination laws favor women. This may be true, since many more women than men were subjected in the past to discrimination in education and in the workplace.

Because job discrimination did occur more often to women than men, *it is important to understand that "nontraditional occupation" applies more to women than to men.* In effect, a social rebalancing of the work options for men and women is taking place.

Sex stereotypes for men and women probably grew out of the need in earlier times to assign activities based upon strength and physical endurance. Life was nearer the survival level; women spent a large part of their time and energy in bearing and raising children and in maintaining

the household. Men achieved dominance as protectors and providers. Neither men nor women had much choice about the roles they played in life.

The assignment of distinct roles to men and women may have been justified historically, but these roles are not needed in this, our post-industrial society. Most male-female differences—muscles, height, frame, stamina, and temperament—are not critical in the vast majority of present-day occupations. Furthermore, many women no longer spend most of their adult lives involved with children. In addition, many women, as heads of households, must support themselves and their children.

Even though these social changes have reduced or eliminated sex role stereotyping or sex discrimination at work, there are employers who cling to the concepts of earlier times. Some claim that it is difficult in this day and age when people are aware of their civil rights to keep track of real or imagined sex discrimination on the job.

Actually, it is not very difficult to determine whether a man or woman is being discriminated against on the job due to sex. In practice, sex discrimination exists when women are paid less than men who do comparable work, when women with similar qualifications are promoted less rapidly than men, or when they are given fewer job opportunities or chances for professional growth. This is also true if men are treated the same way by employers in occupations that are predominantly filled by women.

See how many of the practices shown in LEARNING AID 5 are examples of sex discrimination.

LEARNING AID 5

SEX DISCRIMINATION IN EMPLOYMENT

Which of the following are examples of sex discrimination on the job? Check those in which discrimination occurs.

_____ 1. A woman is paid less than a male employee who does a comparable job.

_____ 2. A woman supervises male employees who earn more than she does.

_____ 3. When a woman applies for a job, she is told about or offered only a clerical job when other higher paying production jobs are open.

_____ 4. New jobs or vacancies in the shipping department of a firm are made known through word-of-mouth communication rather than through posted notification to all employees.

_____ 5. A man is advised by his boss not to apply for a higher position that is open because the company is looking for a woman to fill it.

(See answers next page)

Answers to Learning Aid 5

All five items are examples of sex discrimination according to a study conducted in 1977 by the Municipal Women's Project, Boston, Mass. A complete list of discriminatory practices at work is contained in the document, "Sex Discrimination: How Do You Know When It's Happening To You?" produced by this agency.

Now that you have completed the Learning Aid on sex discrimination in employment, see if you can tell how many of the items in LEARNING AID 6 are examples of sex discrimination in vocational education.

LEARNING AID 6

SEX DISCRIMINATION IN VOCATIONAL EDUCATION

Indicate by Yes or No which of the following examples are sex discrimination in vocational education.

_____ 1. Requiring females to demonstrate basic mechanical skills before admitting them to an auto mechanics class; not requiring the same demonstration by males.

_____ 2. Having a male-only vocational club for students in the computer technology program.

_____ 3. Recruiting both females and males into vocational education programs that are not traditional for either sex.

_____ 4. Requiring males in carpentry to produce a guarantee of future employment before admission; making no such requirement for females.

_____ 5. Assigning students to work experience programs according to an employer's preference for either male or female students.

Answers to Learning Aid 6

1. Yes — This is sex discrimination. Sex requirements in procedures or program admission is prohibited by Title IX.
2. Yes — This is sex discrimination. Sex segregation in extracurricular activities, such as school sponsored clubs, is prohibited by Title IX.
3. No — Special recruitment efforts are not required by Title IX, but they might be undertaken to help correct the effects of past discriminations in program admissions.
4. Yes — This is sex discrimination for the same reason as item 1.
5. Yes — Title IX prohibits making employment or work program assignments to students on the basis of sex; schools may not provide assistance to employers which discriminate against students.

In the next section are several real-life case studies dealing with sex discrimination and equal employment opportunities. Read each case and decide what you would do in a similar situation. Discuss your ideas with others, if possible. Compare your decisions with those given for each case by the Equal Employment Opportunity Commission. You may be surprised!

For Thought and Discussion:

EQUAL EMPLOYMENT OPPORTUNITY CASES

This section contains five case studies for you to read and discuss. In each case there is an opinion of other experts on the issues presented so you can compare your own ideas with those of others. See how well you agree with other persons who have read the cases and the opinions given in the comments on each case at the end of this section.

1. THE FIRST TO GO

"Oh, Edna, can you come in here for a minute?"

Bob Martin sighed as he turned back into his office. He supervised a staff of ten writers who handled the company's public relations and internal communications, and ordinarily he enjoyed his job. But there were times when being a supervisor was no fun at all, and this was one of those times.

Edna walked into his office and sat down. "Hi, Bob," she said. "What's up?"

"I'm afraid I have some bad news, Edna," Bob said. "I don't like it, and you're not going to like it, but there's nothing I can do about it."

"Sounds pretty grim," Edna responded. "What's the matter?"

Bob shifted uncomfortably in his chair. "I just got back from a supervisors' meeting," he said. "You know that the company has been having a pretty rough year, and we've had to cut a lot of corners."

"I know," Edna said. "What is it now—no more paperclips for the duration?"

"I'm afraid it's a lot worse than that," Bob said. "Every supervisor has to reduce his staff by 10 percent immediately. Since I have ten writers on my staff, one of them has to be laid off. I'm sorry, Edna, but I'm afraid I'm going to have to let you go."

Edna looked stunned. "Wait a minute, this takes a little getting used to. You're telling me I'm fired?"

"Not fired, Edna—laid off. You'll get severance pay, and you'll get paid for your unused vacation time, so that will help some. And you know as soon as things get better, I'll be asking you to come back."

"Hold on," Edna said. "That was quite a shock, and I'm just beginning to be able to think again. Why was I selected for this honor?"

"It wasn't an easy decision to make, Edna, and I had to take a lot of things into consideration. This is really painful for me."

"Not half as painful as it is for me," Edna said. "I still don't see why I'm the one to go. I've been here longer than Ed, and Jack, and Kevin. Why not one of them?"

"I told you I had to take a lot of things into consideration, Edna. For one thing, you were a secretary before you were promoted into my department. It'll be easier for you to get a job than it would be for any of the men."

"You mean I'm getting laid off because I'm the only woman on the staff?"

"Not because you're a woman," Bob said. "But you have a husband who works, and Ed, Jack, and Kevin all have families. In all fairness, I think you'll agree that they really need the job more than you do."

"I don't agree at all," Edna said. "I do my job as well as any of the men—maybe better. Whether I'm supporting a family shouldn't have anything to do with it."

"I'm afraid I think it does," Bob said. "I know it's tough, but I'm sure you'll be okay. And after you've thought it over, I think you'll realize that I'm right."

"Don't bet on it," Edna said. "I think I'm getting a raw deal and I'm not going to change my mind about that."

After reading this case, do you believe that Edna was discriminated against? Do you think the Equal Employment Opportunity Commission (EEOC) would support Edna if she protested being laid off? See the comment at the end of this section for the opinion of others about this case.

2. WHO'S TAKING CARE OF THE KIDS?

The young woman sitting across the desk from Art Smith was an applicant for a position as computer programmer in Art's department, and as far as he could determine, she seemed to have all the required qualifications.

"Well, Mrs. Matthews," Art said, "from what you tell me, you seem to have just the kind of experience we're looking for. I hope you won't mind if I ask you a few personal questions?"

"Of course not," Jane Matthews said. "I hope you won't mind if I don't answer them if they're too personal."

Art laughed. "Don't worry, they won't be that personal. It's just that I've run into problems in the past, and I just wanted to know. . . . Let's see, you're married, of course."

"Of course."

"Any children?"

"Yes, I have two children, seven and nine."

"Who takes care of them while you're at work?"

Jane Matthews paused. "Look, Mr. Smith, the arrangements I make for the care of my children really aren't important to you. They are in school most of the day, and when they aren't, they are taken care of. That's no problem."

Art smiled. "Mrs. Matthews," he said, "I assure you, I'm not trying to pry into your personal affairs. I just wanted to be sure that there wouldn't be any problems with your children that might cause you to be away from the office frequently."

"Do you ask these questions of the men you interview?"

"No," Art said, "of course not. But it's been my experience that some women with small children stay home every time one of their kids gets a cold, and I'm trying to avoid . . ."

Jane Matthews leaned forward in her chair. "Mr. Smith," she said, "I am a capable computer programmer. I'm applying for a position in your company on the basis of my skills and experience. I don't want to sound militant, but I really don't think that how I care for my family is any of your company's concern, as long as I do my job."

"Yes, of course," Art said, smiling. "Just a precaution on my part. If you'd rather not talk about it, that's perfectly all right. I've enjoyed talking to you, Mrs. Matthews. I have a few more interviews before making a decision on this job, so I'll be in touch with you in two or three days. Thanks so much for coming in."

After reading this case, do you think Mr. Smith asked Jane Matthews an unfair question about child care? If Jane does not get the job, do you think she has any basis for charging the company with sex discrimination? Do you think the EEOC would support her claim? See the comment at the end of this section for the opinion of others.

3. WOMEN'S WORK

"Can I speak to you for a minute, Dave?"

Dave Ross looked up from the budget he was preparing for his department's operations in the coming fiscal year. It was a job he didn't particularly enjoy, and he welcomed the interruption. "Sure, Joanne, come on in. How are things going?"

Joanne Woodley was the newest editor—and the only woman—on his staff. His was a small department—only five editors—but he was proud of the volume and quality of work that they turned out each month. Every month they produced a 64-page technical magazine and two newsletters, never missing a deadline and always receiving what he considered well-deserved praise for the quality of their publications. Joanne had been on board for about two months, and he was pleased with the way she fit in and worked with the other staff members.

"Sit down, Joanne," he said. "Any problems?"

"Well, in a way, Dave," Joanne said. "I wanted to talk to you about the filing and correspondence."

"Sure, what about it? I'm not sure how much help I can be. Karen used to handle that, and since she left things got pretty far behind, I'm afraid. I never really followed up her work too closely, but I'll tell you anything I can that will help you."

"It's not the work itself," Joanne said. "I can do it all right. It's just that—well, why am I handling it all by myself?"

"I don't know what you mean," Dave said. "Every office has a certain amount of clerical work that has to be done. As a matter of fact, ours has less than most. But what there is has to be done."

"Of course it does," Joanne said. "But there are five editors on this staff, and I seem to be the only one who has to do this kind of work."

"Sure," Dave said. "You were hired to replace Karen, and that was part of her job. Karen never complained about it."

"Well, maybe Karen didn't mind," said Joanne. "But I can't help resenting the fact that I was hired as an editor, like the other four fellows out there, and none of them ever types a letter or files a memo. They seem to expect me to do all the donkey work."

"Look, Joanne," Dave said. "You're a good editor, and everyone is pleased with your work. But you have to realize that the clerical chores are part of your job. They may be a little dull, but every job has some aspects that aren't exactly exciting."

"I realize that," Joanne said. "What I'm complaining about is that I'm doing the clerical work and the other editors aren't expected to do any of it. I never see Sam or Warren doing any filing."

"Oh, for gosh sakes, Joanne," Dave said, "you know very well I couldn't ask any of the men to do the typing and filing. I mean, everyone knows that isn't a man's job. Now look—things have always worked out well the way they are, and after all, the clerical stuff isn't really that much of a chore. You'd better just consider it part of your job, and don't worry about it."

After reading this case, do you think Joanne was justified in her complaint about doing clerical work? If she charged the company with discrimination, would the EEOC support her claim? See the comment at the end of this section for the opinion of others about this case.

4. YOUTH MUST BE SERVED

When Joe Clevers, supervisor of the stock record department in a small brokerage house, arrived at his office Thursday morning, he found Edith Potick waiting for him.

"Morning, Edith," Joe said. "You're here early today."

"I wanted to talk to you, Joe. Have you got a minute?"

"Sure," Joe said. "What's on your mind?"

"It's about Alex Williams, Joe. I understand he's slated for a promotion to assistant supervisor."

Joe nodded. "That's right, Edith. I wasn't planning to announce it until Monday, and I was going to tell you about it first. I guess I should have known that the grapevine would beat me to it."

"Well, what were you going to tell me?"

"About Williams' promotion," Joe said. "The company's been growing, and our department has been getting a heavier workload. It's reached the point where I really need an assistant to help me keep track of things."

"What about me?" Edith said. "I'm the senior person here; I should think that I'd be in line for a promotion, if anyone was. How come you didn't think of me for the job job?"

"I did think of you, Edith. I thought of everyone in the department. Alex just seemed to be the best man for the job. I mean, you're one of our most valuable people—you know that. You've been around a long time, and you know the job inside out. But Alex is a bright fellow, and I think he'll handle the job best, that's all."

"What do you mean, that's all?" she asked. "I could handle the job just as well—maybe better. And I've been a clerk here longer than he has."

"Yes, you have. But promotions aren't determined by seniority. Look, Edith, I know you could handle the job. I'm going to level with you. You're eligible for early retirement before too long. If I promoted you now, I'd have to go through the business of reorganizing and restructuring all over again in a couple of years. Alex is only 35; he'll be around for a long time, so everything won't have to be disrupted again after we've got it running smoothly. If you were ten years younger, you'd probably get the job. But as it is, I think you can see that my best bet is to go with a younger man now. I mean, it makes sense from the company's point of view, and that's what I have to base my actions on."

"What you mean," Edith said, "is that I'm being penalized because I've been a loyal employee for a long time."

"No, that's not it at all," Joe said. "Look—the money involved isn't all that much more. You have a good position, you like your work, you have security—why should you want to tackle a new job? I think this is going to be best for everybody concerned."

Edith stood up to leave. "Well, Joe," she said, "it may be best for you and for Williams, but it sure isn't best for me."

After reading this case, do you believe Joe Clevers, the supervisor, made the correct decision in choosing to promote the young man, Alex, over Edith, who has been with the company for many years? Do you think Edith's age was a factor in not getting the promotion? See the comment at the end of this section for an expert opinion.

5. RIGHT JOB, WRONG SEX

Mr. Adams' (the school district personnel director) secretary informed him that Donald Manning was on the telephone. He paused a moment and picked up the phone.

"Hello, Mr. Manning. I've been meaning to call you this morning, but one thing after another has delayed me," he said apologetically.

"I know that I may be overstepping my bounds, but I called to find out what the screening committee's decision was on hiring me," Donald asked.

"I'm afraid I don't have good news for you, Mr. Manning," responded Mr. Adams.

"Really," Donald said with disappointment, "I felt that my interviews went very well with members of the screening committee. They were all impressed with my credentials and experience."

"They were. You were one of the best qualified of all the teachers who applied for the job," Mr. Adams said, trying to comfort Donald Manning.

"If that were the case, why wasn't I the one you hired?"

Mr. Adams drew in his breath. "Well, to be frank about it, Don, after all the final candidates had been interviewed and their qualifications checked, the committee had to do some real soul-searching." Mr. Adams' voice was friendly and sincere. "We discussed the fact that the teaching position for the child development class that you were applying for would be filled almost entirely with female students."

"So?" Donald asked.

"So, we thought that the situation might be awkward for you and the students," said Mr. Adams quickly.

"I don't understand," said Donald.

"Well, there are a lot of situations in a class like child development when student questions can get very personal or delicate, if you know what I mean."

"I don't know what you mean." Donald's voice was strained.

"I mean that we just thought that a woman teacher would be more comfortable for everyone concerned. The students, their parents, and the small children who will be in the child-care nursery," said Mr. Adams.

"I'm afraid I don't agree," responded Donald.

"I wouldn't expect you to, as a rejected applicant, but I assure you we had everyone's best interest at heart when we made the decision."

"That remains to be seen," said Donald Manning as he hung up the receiver.

After reading this case, do you believe the screening committee made the correct decision not to hire Mr. Manning, even though he was qualified, because most of the students in the child development class would be female? Considering the circumstances, do you think that not hiring Mr. Manning violates any sex equity laws? See the comment at the end of this section for the opinion of others about this case.

Comments on the Case Studies

1. **The First To Go**

   The EEOC is likely to agree with Edna. It is unlawful for an employer to lay off a woman while keeping a man with less seniority. In this case, Edna is being terminated because she is a woman, and the company is guilty of discriminating on the basis of sex.

2. **Who's Taking Care of the Kids?**

   If Mrs. Matthews doesn't get this job, she may very well bring a charge of discrimination against the company—and she is likely to be upheld. The EEOC has ruled that asking a woman applicant about child-care problems, when the same question isn't asked of male applicants, is a violation of Title VII of the Civil Rights Act.

3. **Woman's Work**

   A charge of discrimination brought by a woman in this situation was upheld by the EEOC. The Commission pointed out that "Equal employment opportunity requires that an employer judge employees on the basis of individual merit, not under stereotyped concepts of 'female' jobs."

4. **Youth Must Be Served**

   Refusal to promote Edith because of her age could bring a charge of discrimination against the company under legal provisions which state that it is unlawful "to fail or refuse to hire or to discharge any individual or otherwise discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's age."

5. **Right Job, Wrong Sex**

   Refusing employment to a qualified person on the basis of sex, or the predominant sex of the students taught, is a violation of the Title IX provisions of the Education Amendments of 1972.

The first four case studies were adapted from *The Supervisor's EEO Handbook, A Guide to Federal Antidiscrimination Laws and Regulations.* N.Y.: Executive Enterprises Publications Co., Inc.

6 WORK, LIFE STYLES AND SEX ROLES

"The high school graduate is filled with stereotypes about occupations. Certain jobs are 'unfeminine' or are not approved of by peers. The young woman too often thinks she will work until she marries, then stop. She has to realize that she will work, in all likelihood, her entire adult life. The older woman re-entering the labor market due to divorce or the death of her husband is depressed, bereft, feels valueless, and for the first time in her life she may be asking, 'Who am I?"

Work is a key factor in your choice of life style, economic independence, personal development, and career pattern.

The initial choice of jobs affects your attitudes toward the world of work and your place in it. It is critical that the long-range consequences—as well as the immediate satisfactions—be seriously considered. This is especially true when the decision is made to enter a nontraditional occupation—that is, an occupation in which the majority of workers are of the sex opposite from your own.

The decision to enter any new or different occupation is filled with uncertainties. This is especially true when choosing a nontraditional occupation, because often there are few role models to follow or from whom to learn. For example, as yet there are few women engineers, airline pilots, or firefighters for women to follow. Likewise, there are few male secretaries, nurses, child-care givers, or airline flight attendants with whom other men can identify. Men and women are going into nontraditional employment in ever greater numbers, however. It is not unusual today to see women climbing utility poles and working in construction crews. Increasing numbers of men are becoming clericals, child-care givers, telephone operators, and nurses.

Persons who decide to enter nontraditional occupations are in a sense "pioneers" who are opening occupations for others of their sex to follow.

Fortunately, barriers to nontraditional employment are lessening and awareness is growing about what is involved in being a nontraditional employee. A basic requirement, however, is that you must possess *self-confidence and conviction* to draw upon during the trying times that will be encountered on the job.

A nontraditional occupation calls for consideration of some factors beyond those of a traditional one. Some of these considerations are:

1. How you feel about yourself as a person;
2. How much you like doing the type of work required in the nontraditional occupation;
3. What impact a nontraditional job will have on your social life, economic security, and the location in which you will live, work, or travel;
4. What impact the choice of a nontraditional occupation will have on the length, location, and type of education and training you will have to obtain;
5. What realistic opportunities for employment, advancement, and personal growth are associated with the nontraditional occupation.

Sex Roles for Men and Women

These questions are not much different from the ones you might have about any occupation. However, if you choose a nontraditional occupation, the answers might be different. Why is this so?

The answers may be different because of the role you are expected to play as a man or woman. What is a role? Simply stated, a role is the way you are expected to think and to act. Sexual gender—being a male or a female—provides society with a shortcut means of deciding what a person's role should be. This is "sex role stereotyping" (defined in section 3) and refers to certain characteristics assigned by society to men and women, regardless of their individuality.

Many men and women accept roles without question. For example, some young women who are still in school—or mature women who are reentering the job market—may not seek the vocational preparation that will put them into higher paying, more satisfying jobs because they believe their role in life is marriage and parenthood. Today, nearly all women will work for long periods of their lives. Some men, believing they must be successful at all costs, suffer heart attacks and other stress-related ailments because they cannot accept roles requiring less pressure and aggressiveness.

Perhaps the most damaging thing about sex role stereotyping is that it begins early in life (dolls for girls, trucks for boys) and is supported by parents, friends, and teachers, plus television, movies, advertising, and other means of social influence.

Are you making career choices based on what *you* want or what other people expect of you? Think about the effects of sex role stereotyping on your life, especially as it relates to the kind of work you would like to do. To discern your values about sex roles, answer the questions in SELF AWARENESS 7.

SELF AWARENESS 7

SEX ROLE STEREOTYPING

The following questions may help you clarify some of your values with respect to sex roles. There are no right or wrong answers. Indicate whether or not you agree with each statement. If you are part of a group of students, compare your answers within the group and discuss the reasons why you agree or disagree. Do men and women respond differently?

	Agree	Disagree	Opinion
1. A career is necessary for a woman to be truly satisfied.	_____	_____	_____
2. A career is necessary for a man to be truly satisfied.	_____	_____	_____
3. Being a wife and mother is necessary for a woman to be truly satisfied.	_____	_____	_____
4. Being a husband and father is necessary for a man to be truly satisfied.	_____	_____	_____
5. Men and women should share equal responsibility for housekeeping chores.	_____	_____	_____
6. Parents should share equally in caring for their children.	_____	_____	_____
7. Men and women should share responsibility for contributing to family income.	_____	_____	_____
8. A working wife should earn less than her husband.	_____	_____	_____
9. Women should not hold jobs in which they get dirty.	_____	_____	_____
10. Men should not be expected to do things around the house that would embarrass them in front of their friends.	_____	_____	_____

Sex Role Perceptions and Life on the Homefront

Although there are no correct answers to SELF AWARENESS 7, your responses reflect your attitude toward the sex roles that are important to you. The time and energy that are devoted to work, family, and leisure-time activities at home must be worked out for each individual. When a couple decides to be employed *and* raise a family, the sharing of responsibilities in housekeeping chores and child care can be dramatic. Men will find their role in the home changes as they assume a greater part in household work and care of children. Women's traditional roles of homemaker and mother will be changed as the part that careers play in their lives becomes larger.

The role changes and life styles that emerge due to combining work and family obligations take adjustment for both men and women. For those couples who contemplate such a combination, it is helpful to discuss the matter beforehand, rather than to discover later that each person has a completely different set of values and sex role perceptions that could jeopardize their relationship.

Sex Roles and Work

We have seen how sex role stereotypes can affect a man's or a woman's opinion of what is appropriate behavior at home or off the job. The same is true on the job.

A large portion of the nontraditional job opportunities for women call for physical and technically related work. For men, many nontraditional jobs require people-oriented skills and attention to detail. The questions in SELF AWARENESS 8 can help men and women focus on their vocational interests. Men and women must be aware that the attitudes of others on the job as to sex roles—stereotypes, to be sure—can put pressure on the nontraditional worker. Patience and the ability to cope are often necessary to be successful. Many men, for example, who work in male-dominated occupations in trade and industry believe their jobs are not suited for women because the work is hard or dirty or both.

> "We didn't think it was going to work out having a woman around. The type of work that needs to be done around here requires a lot of strength and stamina, and we didn't think a woman could handle it. Now that we have (a woman) here, we admit that she is more competent than most male employees. . . ."
>
> Male workers in a boatyard. Richmond, CA.
> (Taken from: "Millie the Magnif,"
> *Latitude 38*, Vol. 22, March 1979)

Women who are considering a physically demanding occupation should assess their readiness for such work.

Physical Demands of Nontraditional Occupations

Most physically demanding jobs, particularly the better paying jobs in the trades and industry, have been traditionally filled by men. Therefore, whether you are a man or woman, you need to be in good physical condition and possess stamina in order to meet the demands of the work. The information shown in table 1 shows a sample of the physical demands called for in a variety of occupations.

If you are exploring an occupation that requires physical strength, check the occupations similar to the type of work in which you are interested. Can you, at the present time, meet the physical demands of the job? Perhaps you will have to take courses in body-building or you will need to develop a personal training plan of jogging, swimming, biking, and so on to get into top shape. By developing vocational skills and physical endurance *at the same time*, you should have no problems with aches and pains when you go on the job.

Before reading the next section to find out more about the opportunities in nontraditional occupations for men and women, review LEARNING AID 9 to see how well you understand the material presented thus far.

Table 1

PHYSICAL DEMANDS OF VARIOUS OCCUPATIONS

Sample Occupations	Strength Required*	Type of Physical Activity Required				
		Climb/ Balance	Stoop, kneel crawl, etc.	Stretch, handle, finger, feel, etc.	Talk, listen, communicate, etc.	Visual perception (depth, field vision, etc.)
Auto Mechanic	M	x	x	x	x	x
Barber	L			x	x	x
Bricklayer	M	x	x	x		x
Carpenter	M	x	x	x		x
Cook	M			x	x	x
Electrician	M	x	x	x		x
Glazier (glass)	M	x	x	x		
Iron Worker	H	x	x	x		x
Machinist	M			x		x
Meat Cutter	M			x		x
Mill & Cabinet Maker	M			x		x
Office Machines Mechanic	L			x	x	x
Painter/Paperhanger	L	x	x	x		x
Plasterer	H	x	x	x		x
Plumber	H	x	x	x		x
Roofer	M	x	x	x		x
Sheet Metal	M	x	x	x		x
Welder	H		x	x		x

*Ability to regularly lift, carry, push or pull weights of the size shown on the following scale.

S (sedentary)	10 lbs or under
L (light)	20 lbs
M (medium)	50 lbs
H (heavy) over	100 lbs

Source: Adapted from material developed by: Women in Apprenticeship Program, San Francisco, California

SELF AWARENESS 8

INTEREST IN WORK-RELATED ACTIVITIES

Answer each of the following questions to the best of your ability. There are no right answers. This exercise is designed to help you identify your own interests.

	Yes	No	Don't Know
1. Are you physically fit?	_____	_____	_____
2. Do you feel comfortable working with tools?	_____	_____	_____
3. Do you like to fix things around the home?	_____	_____	_____
4. Would you be willing to work in conditions in which you would get dirty?	_____	_____	_____
5. Do you like to work with wood or metal or machines?	_____	_____	_____
6. Would you like to work outside, even in poor weather?	_____	_____	_____
7. Do you like to work on physically active projects?	_____	_____	_____
8. Would you mind traveling long distances or over a period of several weeks at a time on the job?	_____	_____	_____
9. Would you like to give other people directions and supervise their work?	_____	_____	_____
10. Do you like to deal with problems that require math to solve?	_____	_____	_____

Comments on Self Awareness 8

Even though there are no correct answers to the questions, YES responses are typical for traditional male occupations. Therefore, if you are a female, the greater the number of YES responses you gave, the more likely you might be interested in a nontraditional occupation for your sex.

LEARNING AID 9

Indicate which of the following statements are true or false.

_____ 1. Choosing a nontraditional occupation is easier than a traditional occupation, because you do not have to live up to the role model expectations of others.

_____ 2. A person thinking about a nontraditional occupation should consider many of the same questions as a person who is thinking about a traditional occupation.

_____ 3. It is not important for a young working couple to discuss their expectations of the sharing of responsibilities for home and child-raising before they get married.

_____ 4. Historically, most of the physically demanding jobs and better paying occupations have been filled by men.

Answers to Learning Aid 9

1. False — It is true that there are fewer role models to follow in most nontraditional occupations, but this does not make the choice any easier for you.
2. True — Many things that should be considered for a nontraditional occupation are the same as for a traditional one.
3. False — It is very important for a couple to explore and share their feelings about how a dual-career household will affect their life style and child-raising pattern.
4. True — Most of the jobs demanding physical exertion have been filled by males. The higher paying occupations (whether or not they require physical effort) have also been filled by men. See section 7 for more about income levels for employed men and women.

For Men and Women:

OPPORTUNITIES IN NONTRADITIONAL OCCUPATIONS

"I believe women and men choose intelligently with information—self-information and job market information. One of the key problems for students is that they have so little access to accurate information about nontraditional occupations and careers."

Two Brinks guards enter a large city bank, pick up bags of currency, and exit to their waiting truck. Not a head turns among bank customers, even though both of the guards are *women.*

It's like that now. Women are being accepted in occupational roles once considered men's work not only by employers, but by the general public.

Women are entering many traditional male jobs in larger numbers, often doubling the salaries they made in so-called women's work. The reasons behind this escalating movement are threefold:

1. State and federal laws and regulations that call for equal employment opportunities for both men and women, plus several landmark lawsuits won by women to force employers to end sex discrimination on the job;
2. The example of a few highly qualified and determined women who break through in nontraditional occupations for women, so that other women can quickly follow; and
3. Employers who discover that once the sex stereotype barriers are broken, women can effectively perform in jobs once considered inappropriate for them.

Key Facts on Women's Status in the Work Force

Despite recent advances made by women in the field of employment, all is not perfect. The following five facts about women in the work force point out the progress women have made and why there is still room for improvement.

Fact 1 • **More women in the United States are jobholders or jobseekers than ever before in history.** In mid-1978, 50 percent of all women in the nation were actively in the work force; by 1990 it is expected that nearly 60 percent will be in the work force.

Fact 2 • **Women are rapidly increasing their proportion of the total work force.** Today women comprise about 41 percent of the total national work force. Twenty years ago it was only 33 percent. The day is approaching (about the year 2000) when the proportion of men and women in the work force will be equally balanced.

Fact 3 • **The average length of time that women work for pay is increasing.** Most people know that the vast majority of men will work during their adult years, but many do not know that 90 percent of women will do the same. A Department of Labor survey shows that currently in 47.1 percent of the nation's marriages, both wives and husbands are employed.

Here are some sidelights on working women:

- Single women can expect to be employed for 40 to 45 years.
- Married women without children will be employed for 30 years.
- Married women with children can expect to be employed from 15 to 25 years, depending on the number of children they raise.
- Many women leave paid employment for marriage and children, returning later. The average woman has a paid worklife of 25 years compared with 43 years for men.

Fact 4 • **Women tend to be concentrated in a few occupational categories that are traditional for women—most of which are low paying.** About 70 percent of all female workers are in clerical (35%), service (21%), or professional and administrative jobs (16%). (See the pie-chart in figure 1.)

Fact 5 • **Women are likely to earn less than men, even when they are employed in the same occupations.** Even though there are laws that require equal pay for equal work by men and women, average pay for women falls below that of men in most fields. Nationally, in 1977, the median yearly paychecks for fully employed women was 58.9 percent that of men similarly employed. In 1955 women earned about 64 percent of what men earned. Women's average wage earnings when compared to men's have actually slipped since equal pay legislation has gone into effect. (See figures 2 and 3.)

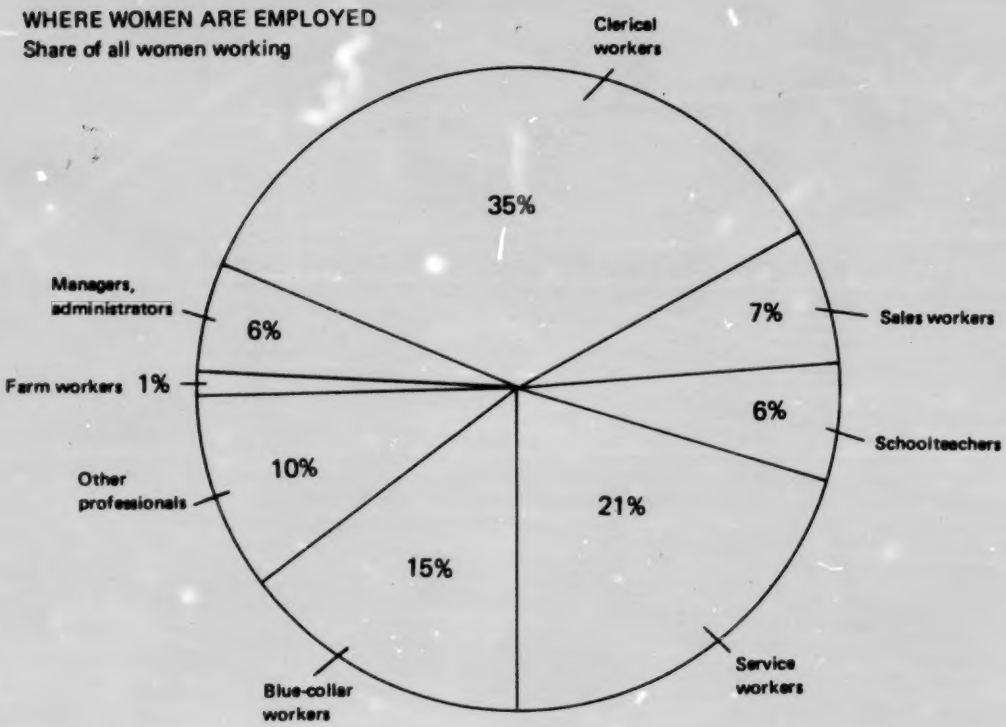
The last fact is important; so is understanding the reasons why the gap between average annual earnings of men and women seems to be increasing. The following four factors provide some explanation.

1. Women tend to be concentrated in low-paying, lower status jobs.
2. Even when women move into nontraditional jobs, they often have less seniority and are paid at the lower range of the pay scale.
3. Despite the equal pay laws, women are often paid less than men for performing similar work.
4. There has been an increase in the number of new and reentry employed women who often take lower paying jobs as a means of getting started.

Before looking at some employment patterns in California to see which occupational fields are nontraditional for men and women, answer the questions in LEARNING AID 10.

Figure 1

PROPORTION OF WOMEN WORKING IN MAJOR OCCUPATIONAL GROUPS



U.S. NEWS & WORLD REPORT, Jan. 15, 1979

LEARNING AID 10

WORK FORCE

Indicate which of the following statements are true or false.

_____ 1. Women are entering many nontraditional jobs because men are leaving such jobs.

_____ 2. There are more women in the work force today than ever before.

_____ 3. The average number of years that a woman works is less than the average number of work years for a man.

_____ 4. Now that equal pay laws are in effect, the average annual earnings of women are closer to men's earnings than ever before.

Answers to Learning Aid 10

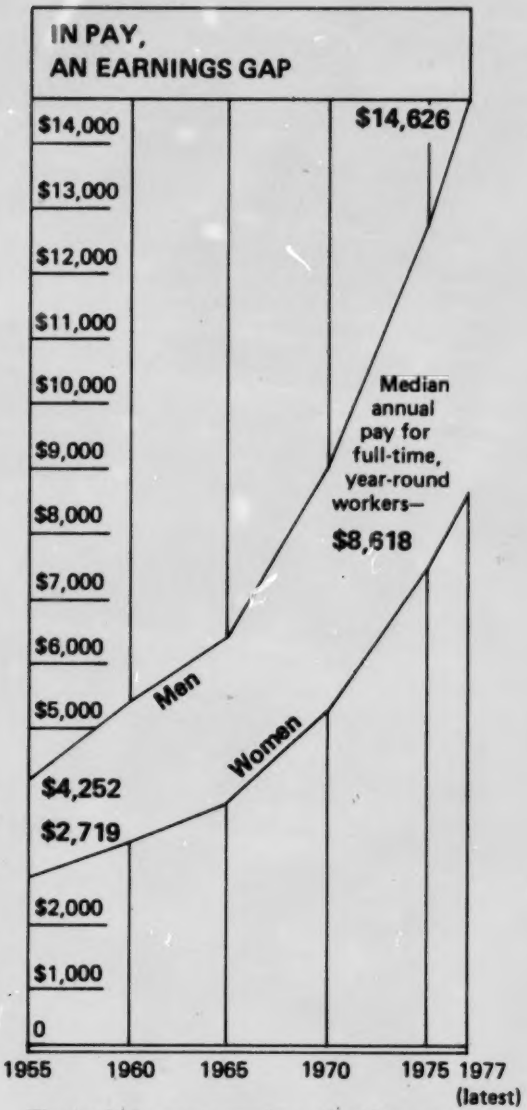
1. False Thus far, the nontraditional occupations that women are entering have not been abandoned by male workers. For the most part, increased numbers of women in nontraditional occupations have been brought about by equal employment opportunity laws, pioneering women who pave the way for other women in male-dominated fields, and wider acceptance of women in some nontraditional occupations by employers.

2. True In 1978, 41 percent of the total work force in the United States was made up of women. One out of every two adult women now actively seeks employment.

3. True The average work life for all women is 25 years compared to 43 years for men. However, the average work life for single women is about the same as the male average.

4. False In 1977, women's average annual earnings were 58.9 percent that of men. Twenty years ago women earned close to 64 percent of men's annual average earnings.

Figure 2



The typical woman employe, therefore, was paid 58.9 percent of what the typical male worker earned in 1977, down from 63.9 percent in 1955.

Source: U.S. Depts. of Labor and Commerce; National Science Foundation.

Figure 3

Occupation for Occupation, Women Earn Less . . .

Though laws require equal pay for equal work by men and women, average pay for women still runs far below that of men in most fields, largely because of lack of seniority by women and their concentration in lower-paying tasks. What the latest official figures show for median annual earnings by full-time, year-round workers:

	Women	Men
Professional, technical workers	$11,072	$16,939
Managers and administrators	$ 9,804	$16,674
Sales workers	$ 6,272	$14,586
Retail-sales workers	$ 5,584	$10,265
Clerical workers	$ 8,128	$12,843
Craft workers	$ 7,765	$13,638
Operatives	$ 6,649	$11,688
Service workers	$ 5,840	$10,036
Nonfarm laborers	$ 7,613	$10,104
Household Domestics	$ 2,570	N.A.

(N.A.—not available)

. . . But in Many Fields, They're Catching Up

These average salaries were offered to candidates for bachelors' degrees in 1976, according to the National Science Foundation:

	Women	Men
Business		
Accounting	$12,252	$12,204
General business	$10,320	$10,512
Marketing	$ 9,768	$10,236
Humanities and social sciences		
Humanities	$ 8,916	$ 9,792
Social sciences	$ 9,240	$10,392
Engineering		
Aeronautical	$14,136	$13,824
Chemical	$15,396	$15,336
Civil	$13,836	$13,248
Electrical	$14,100	$13,848
Industrial	$13,968	$13,644
Mechanical	$14,712	$14,340
Metallurgical	$14,520	$14,544
Sciences		
Agricultural	$ 9,912	$10,272
Biological	$ 9,540	$ 9,840
Chemical	$12,624	$12,132
Computer science	$12,540	$12,420
Health professions	$ 9,900	$10,596
Mathematics	$11,784	$11,904
Other physical and earth sciences	$12,516	$12,636

Source: U.S. Depts. of Labor and Commerce; National Science Foundation

Employment Patterns in California

The work force is made up of persons over the age of 16 who actively seek employment. Not everyone who is seeking a job finds one, so there is always some portion of the work force that is unemployed. The greatest proportion of unemployed people is among members of racial minority groups and young people under age 25. Unemployment figures will vary depending on geographic location and the time of year.

During the mid-1970's, California's work force was made up of about 8.4 million men and women over the age of 16. The *number of employed persons was about 7.5 million*; about 8 percent of those eligible for employment did not have jobs.

The State Employment Development Department (EDD) keeps track of employment data in California. The number of people employed (and unemployed) is calculated in about a dozen major occupational groups. For example, employment figures for all sales workers in the state are reported by EDD. A number of different jobs make up any single occupational group—clerical occupations are made up of bookkeepers, secretaries, typists, file clerks, and other office jobs.

By looking at the number of men and women who are employed in various occupational groups (and the jobs that make up the larger occupational groups), those occupations which are nontraditional for either men or women can be determined.

Table 2 shows the total number of persons employed in California in 11 major occupational groups (column 1). In most cases, a few related job categories are shown under each major occupational group. The number of women employed in each occupational group is shown (column 2) for comparison with the state totals. In column 3, the percent of employed women in each occupational group is shown.

The information indicates that over one-third (37.9 percent) of all employed persons in California are women. If all occupations were equally open to men and women, about the same proportion of women workers would be found in them as there is in the overall employed work force. That is, nearly 38 percent of the employees in *every* occupation would be women. Such is not the case.

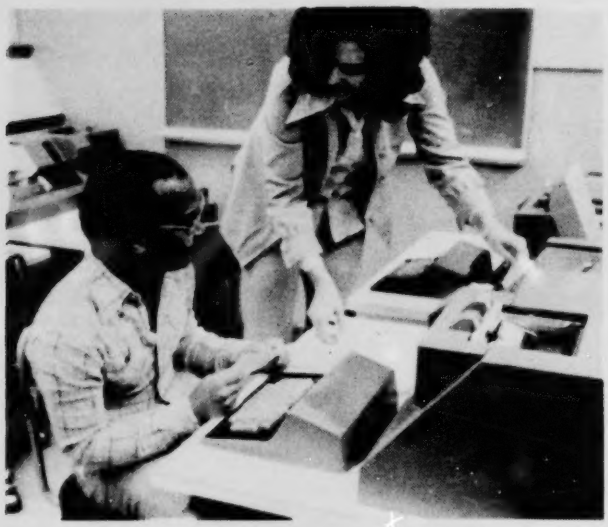


Table 2

EMPLOYED WOMEN AS A PROPORTION OF THE EMPLOYED POPULATION IN CALIFORNIA IN SELECTED OCCUPATION(S) AND GROUPS

Selected Occupation(s) and Groups	(1) State Total Employed (thousands)	(2) Employed Women (thousands)	(3) Women as a % of Total
State Total Employed in All Occupations	7,485[1]	2,835	37.9%
Number Employed in Occupational Groups:			
1. All Professional, Technical, and Related	1,303	477	34.3%
1.1 Engineers – technical workers	(180)[2]	n.a.	–
1.2 Medical and health	(128)	(116)	90.6
1.3 Teachers (elementary and secondary)	(241)	(166)	68.9
1.4 All others combined	(654)	(195)	25.9
2. All Managers and Administrators	696	132	19.0%
2.1 Manufacturing	(107)	n.a.	–
2.2 Retail	(118)	n.a.	–
2.3 Self-employed	(136)	n.a.	–
2.4 All others combined	(335)	n.a.	–
3. All Sales Workers	596	226	37.9%
3.1 Manufacturing (wholesale trade)	(126)	n.a.	–
3.2 Retail	(320)	(177)	55.3
3.3 Other sales workers	(150)	(49)	32.6
4. All Clerical and Related	1,480	1,105	74.7%
4.1 Bookkeepers	(165)	(138)	83.6
4.2 Secretarial and related	(413)	(400)	96.8
4.3 Other clerical workers	(902)	(567)	62.9
5. All Craft Workers, Supervisors, and Related[3]	988	46	4.7%
5.1 Auto mechanics/body repair	(87)	n.a.	–
5.2 Other mechanics and repair	(156)	n.a.	–
5.3 Machinists	(43)	n.a.	–
5.4 Metal crafts	(53)	n.a.	–
5.5 Carpenters	(68)	n.a.	–
5.6 Construction workers	(168)	n.a.	–
5.7 Other craft	(393)	n.a.	–
6. All Operative Workers	774	275	35.5%
6.1 Manufacturing	(517)	(206)	39.8
6.2 Nonmanufacturing	(257)	(69)	26.8
7. All Transportation Operatives	252	11	4.5%
7.1 Truck drivers	(108)	n.a.	–
7.2 Other equipment operators	(144)	n.a.	–
8. All Laborers (except farm)	308	21	6.8%
8.1 Construction	(47)	n.a.	–
8.2 Freight/materials handlers	(120)	n.a.	–
8.3 Others (except farm)	(141)	n.a.	–
9. All Agricultural Workers	162	22	13.6%
9.1 Farmers and farm managers	(45)	(3)	6.7
9.2 All others combined	(117)	(19)	16.2
10. All Service Workers (except household)	855	434	50.8%
10.1 Cleaning service	(165)	(42)	25.5
10.2 Food service	(285)	(165)	57.9
10.3 Health services	(110)	(97)	88.2
10.4 Personal services	(128)	(88)	68.7
10.5 Protective services	(99)	(5)	5.0
10.6 Others (except household)	(68)	(37)	54.4
11. All Private Household Workers	91	86	94.5%

Notes:

1. To simplify, all employment figures presented on this table have been rounded to the nearest thousand. For example, 7,485 means 7,485,000.
2. Figures in parentheses show the number of workers in one of the selected occupations that make up the major occupational group. It should be noted that all of the occupations making up a major group are not shown on this table.
3. Some of the job titles in this occupational group have been changed to remove the sex bias. For example, craft worker has been used instead of craftsman.

Source: Information on this table was taken from data compiled by the State of California Employment Development Department, Employment Data and Research Unit, "California Manpower Information for Affirmative Action Programs," (Tables 25A and 26A), Nov. 1976.

Nontraditional Occupations for Women

The occupational groups and a few of the related occupations within the group that seem to offer the greatest opportunity for nontraditional employment for women are:

- Most occupations in the professional, technical, and related category (except health workers and teaching).
- All jobs related to management and administration.
- Nonretail sales jobs, especially in wholesale trade, industrial, and technical products.
- All construction, crafts, and related trade occupations.
- Jobs in the transportation industry as drivers and equipment operators.
- Laboring jobs.
- In protective services of the public sector, such as firefighter and police officer.

Nontraditional Occupations for Men

The list of nontraditional employment fields for men is more limited than those for women because men hold a larger share of the jobs in most occupations. However, there are opportunities in the following:

- Medical and health workers (nurses, nurse aides, and other related occupations).
- Teaching below the college level, especially in lower grades and in early childhood education.

- Retail sales and merchandising fields.
- All clerical occupations.
- Service occupations related to food and personal services.
- Private household workers.
- Fashion industry.
- Airline flight attendant.

Nontraditional employment opportunities appear to be more numerous and better paying for women than for men. Remember, women are entering male-dominated occupations which have more job slots and higher pay scales; men entering nontraditional employment are working in female-intensive occupations which are lower paying. Some of the nontraditional employment areas require a college education; nearly all require some specialized training.

In addition to the education and training requirements of a nontraditional occupation, consideration should be given to the social and psychological environment found in the workplace. The following sections provide some insight regarding these factors from employers and persons holding nontraditional occupations.

Before proceeding, check your judgment of the relative wage levels of a few selected occupations and then guess what portion of the jobs in each occupation are held by women. Try LEARNING AID 11.

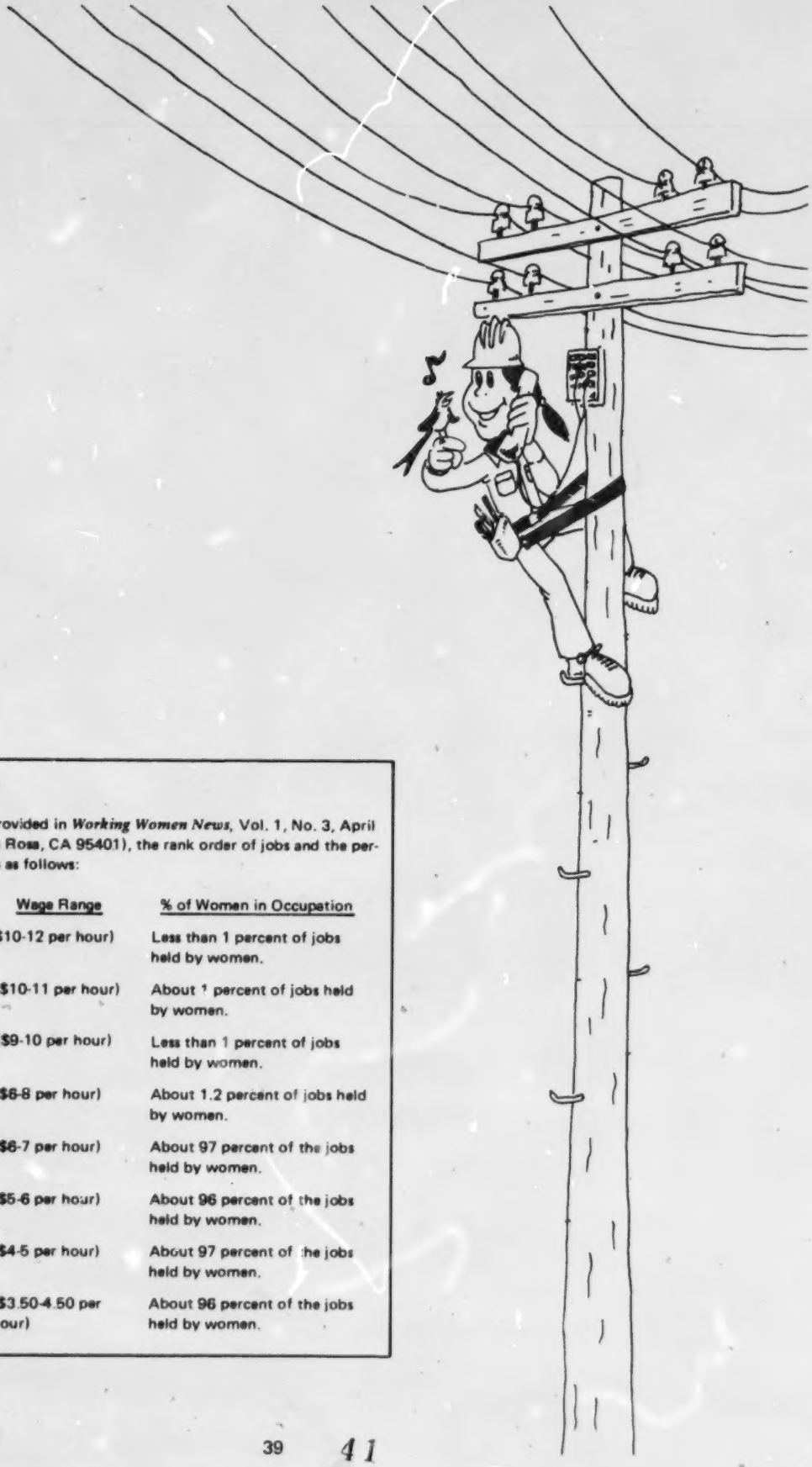
LEARNING AID 11

HOW MUCH DOES IT PAY?

Place in rank order the following eight jobs in what you think is the highest paying to the lowest paying. Then try to estimate the percent of women holding jobs in each occupation.

Carpenter, Typist, Licensed Practical Nurse, Telephone Operator, Truck Driver, Plasterer, Registered Nurse, Auto Body Repairer.

1. _____ Percent of women holding jobs is _____ %
2. _____ Percent of women holding jobs is _____ %
3. _____ Percent of women holding jobs is _____ %
4. _____ Percent of women holding jobs is _____ %
5. _____ Percent of women holding jobs is _____ %
6. _____ Percent of women holding jobs is _____ %
7. _____ Percent of women holding jobs is _____ %
8. _____ Percent of women holding jobs is _____ %



Answers to Learning Aid 11

According to information provided in *Working Women News*, Vol. 1, No. 3, April 1979 (P.O Box 7038, Santa Rosa, CA 95401), the rank order of jobs and the percent of women jobholders is as follows:

	Occupation	Wage Range	% of Women in Occupation
1.	Carpenter	$10-12 per hour)	Less than 1 percent of jobs held by women.
2.	Plasterer	($10-11 per hour)	About 1 percent of jobs held by women.
3.	Auto Body	($9-10 per hour)	Less than 1 percent of jobs held by women.
4.	Truck Driver	($6-8 per hour)	About 1.2 percent of jobs held by women.
5.	Registered Nurse	($6-7 per hour)	About 97 percent of the jobs held by women.
6.	Telephone Operator	($5-6 per hour)	About 96 percent of the jobs held by women.
7.	Licensed Practical Nurse	($4-5 per hour)	About 97 percent of the jobs held by women.
8.	Typist	($3.50-4.50 per hour)	About 96 percent of the jobs held by women.

8 NONTRADITIONAL EMPLOYMENT PATTERNS

Affirmative action programs—supported by equal employment opportunity laws—have opened up a multitude of new careers in nontraditional employment for women and men. What do California employers say about nontraditional workers and the jobs they hold? What do large and small firms do to attract, assist, or hold persons in nontraditional occupations? This section highlights the views of employers and labor representatives concerning opportunities in nontraditional employment.

What Employers Do to Attract Nontraditional Employees

The way in which people enter nontraditional careers is not well defined, but employment managers with many California firms agree that five basic methods are used to find and place qualified individuals in nontraditional job roles. These methods are:

1. *Recruitment* through high schools, community colleges, and four-year colleges, career days, employment conferences, unions, private vocational schools, private employment agencies, women's groups, apprenticeship training programs, and federally funded nontraditional training/placement centers.

2. *Advertising* in newspapers and trade and professional journals, stressing that *men and women* are being sought for specific jobs or positions.

3. *Application or resume analysis.* Employers look at the job history of an applicant for indications of past nontraditional involvement. If it is a woman applicant, they check to see if she has been in military service, if she has taken any vocational education courses in school, college, or other training agency. They look to see if her hobbies or leisure activities indicate nontraditional interests. "A female applicant who races a dirt bike on weekends probably would get an offer from us for a nontraditional job," one employment manager in a public utilities said.

4. *Visual screening* by employment interviewers often finds female applicants whose physical stature would enable them to succeed in strength-demanding work.

5. *Transfer within the company* by employees is the most widely acknowledged way of expanding nontraditional positions. The employee often receives special catch-up help and training to gain the skills needed for the nontraditional job he or she is seeking. This is considered to be internal development and upgrading for equal employment.

Like most companies with unions—in this case, the United Steelworkers—this manufacturer uses a "bid system" when it has job openings. A woman may bid for any job she believes she is qualified to perform and, if accepted after aptitude and manual dexterity (ability to use hands skillfully) tests, she has 15 days to try out the job. So far, only one woman has returned to her former job.

Do the women like the work? Can they handle the lifting of heavy materials, the noise, the grime? Only four have quit between 1975 and 1979. Over half have enrolled at a nearby community college for nine-week machine shop courses. One woman is about to become a "lead person"—the plant's first woman in supervision.

The company's supervisor of personnel relations is enthusiastic about having women in the shops and is seeking more through employment advertising. Most of the women now holding nontraditional jobs with the company learned about the nontraditional occupations and the wage scale from other women working in similar jobs at the plant.

Employer Efforts to Assist and Hold Nontraditional Employees

There is, of course, another way to get a nontraditional job. Walk into the employment office of a firm and ask for it. Sometimes it's just that simple! The five steps given indicate how employers find nontraditional employees. Now let's look at what some employers do for nontraditional employees after they have been hired.

Numerous employers are discovering that women's manual dexterity makes them highly qualified for certain kinds of traditionally male jobs.

- One manufacturer of oil well pumps (a Division of Armco Steel Corporation) located in Los Nietos, California, has made it a practice to seek women for nontraditional employment.

  This company hired its first woman machine operator in 1975 after signing a consent decree with the federal government agreeing not to discriminate. Today, the Southern California plant has 26 women in its plant (230 employees total) working at skilled industrial occupations that pay about $9 per hour (nearly $19,000 per year). Women work in jobs as inspectors, milling machine operators, engine lathe operators, warehouse attendants, tool crib attendants, and special-purpose machine operators. Most of these women were hired without industrial work experience in entry-level jobs, then moved up. Entry-level work includes material mover, maintenance oiler, and maintenance yard person.

- A franchise chain of automotive tuneup shops is now hiring women as auto tuneup specialists, finding that they can do the work faster and more accurately than men.

- General Telephone Electronics Company, Santa Monica, has had a traditionally male occupation, that of central office frame maintainer, change in five years to a female-dominated skill. This is due to women's hand dexterity, plus their bidding into an equal opportunity occupation that pays top dollars. Today, there are 48 men and 365 women doing this intricate wiring skill in the Santa Monica main office, making it a nontraditional occupation for men. General Telephone permits its employees to examine jobs for which they generally qualify, apply for an available job opening through a bid process, and meet for an initial review with the job's supervisor. If, for example, a woman employee wants to transfer from a clerical job to that of central office equipment installer, she must follow the same qualifying procedure as a male employee. She will be expected to pass a job-related test (a home-study course is available to help her pass this test) in order to enter a full-time, company-directed classroom training program

for equipment installers. After attending training for several weeks, she must pass a final exam before going on the job. The payoff? She will have moved from a job wage range of $4 to $6 for general clerk to $5 to $9 per hour as an equipment installer. At the present time, General Telephone has 1,909 men and 387 women employed as equipment installers.

- TRW, Inc., a high-technology corporation located in Redondo Beach, is involved in the production of defense and space systems. Its women employees are being given special attention to help them advance into nontraditional work. The effort is spearheaded by a 15-woman Advisory Committee for Affirmative Action that reviews the placement of female employees in nondiscriminating jobs in all of the corporation's divisions or groups.

  As a result of this all-out activity, a woman at TRW can expect to enter a career development program of self-assessment tests and programs, skills tests, and counseling directed at spotting her interests. She will receive "career charting"—a two-year career plan designed with her participation that is reviewed twice each year. She can attend motivation films and seminars, assertiveness training sessions, and she can meet with women who are performing in the job classification she wants to enter.

  About half of the firm's 10,500 employees hold college degrees. Thirteen percent of its women employees fill professional positions as accountants, engineers, administrators, and computer specialists; however, women are also in such nontraditional occupations as security, gardening, mail service, investigations, plumbing, and carpentry.

- At Pacific Southwest Airlines (PSA), San Diego, women are rapidly becoming commonplace in aircraft maintenance-related positions. The company has openly welcomed women employees into the male-dominated maintenance department. Career women have joined PSA as aircraft mechanics, supervisors, and managers in the field of maintenance.

- Continental Airlines, Los Angeles, is seeking to have 25 to 30 percent of its flight attendant positions filled by men. This is now a career-entry position for both men and women.

- Because most women are not as physically strong as men, they often are shut out of relatively high-paying, muscle-demanding industrial jobs. Many companies are looking at these jobs and restructuring them so that they require less physical exertion. The food-canning industry excluded women from all of the jobs on the labeling line because one of the jobs involved lifting and stacking 60-pound cases after they were sealed. After restructuring the labeling line operation, affirmative action officials in the industry have opened all the jobs on the labeling line to women except the lifting-stacking one. The boredom and exertion involved in that job has produced a higher wage for the men doing it. Now, everyone is happy. In one canning company of the 300 to 400 labeling line positions, only five percent were held by women before restructuring; now nearly half are held by women.

- Both Southern California Edison Company, Rosemead, and Southern California Gas Company, Los Angeles, report that women are being hired for meter reading, construction crews, and maintenance work. The two utility companies find women work as well as men in these jobs.

Airline flight attendants

- Kaiser Steel Corporation (and its subsidiary, Meyers Drum Company), Vernon, hires women for a variety of nontraditional jobs, but indicates that the requirements of working with steel and heavy equipment are too physically demanding for most of their female workers. Turnover of females in the mill is high.

- Equal employment opportunities and nontraditional career openings are especially accessible in public employment—city, county, state and federal government. Here, personnel officers are actively searching for men and women to fill nontraditional jobs. Regular civil service appointments are harder to obtain today than in the past, but well-qualified individuals can gain employment in these public sector positions.

  Los Angeles is a good example of a city government that is working at its Affirmative Action Program. The city's Affirmative Action Task Force meets weekly, under the chairship of the deputy mayor, to lead the drive for more management roles for women and more nontraditional employment. The assistant general manager of personnel, civil service, as a member of the group, is able to translate the Task Force's plans into direct action through the Personnel Division. Results of this affirmative action effort by Los Angeles have been reflected in changes in employment patterns. Although the numbers are not large, in the past five years the number of women city officials and administrators has more than doubled (from 7 to 15). On a larger scale, there has been a 46.7-percent increase in the number of women professionals on the city staff (from 687 to 1,008), and the number of women in nontraditional positions has grown from 353 to 555.

  Other steps necessary to open up nontraditional job opportunities in city employment have been taken. All job descriptions, for example, have dropped requirements that apply only to a male or a female. All skills training classes are now open to *male and female* employees, seminars are being presented in agencies concerning nontraditional job openings. At a recent such seminar at the Department of Water and Power, 480 women employees turned up to gain information. More than 80 women office clerical employees attended another nontraditional job seminar to learn about city-sponsored training classes for the jobs of steam plant assistant, electric station operator, and electrical craft helper. All of these jobs are nontraditional ones for women.

  Special training programs for women already employed by the City of Los Angeles are underway to help them with better-paying jobs in nontraditional job classifications. Although females make up 15 percent of the city's work force, they make up 35 percent of the city's training and tuition reimbursement program.

  To help women employees perform better on nontraditional job-related examinations (all civil service employment requires tests to be eligible for placement), preexamination programs are offered.

  The Los Angeles Police Department conducts physical training programs at East Los Angeles City College for men and women preparing to pass the physical abilities test. Over half of the enrollees are women with their sights set on becoming police officers.

- Another route into public employment is through CETA—Comprehensive Employment and Training Act. This is a federally funded employment and training program for unemployed and/or economically disadvantaged persons. CETA is under new mandates by the U.S. Department of Labor to place more men and women in nontraditional occupations. With a CETA job in a public agency, a man or woman can often take civil service examinations that are not open to the general public.

  To be eligible for a CETA public service job or training program, you must be either (1) unemployed for 15 weeks or more; or (2) economically disadvantaged with an annual individual income of no more than $3,140 (family of two, $4,600; family of three, $6,310; family of four, $7,790).

  CETA prime sponsors (cities, counties, and the state) often subcontract with private employers and with nonprofit agencies to hire and/or train CETA men and women. CETA classroom training is often undertaken by local schools and community colleges. While enrolled in such training programs, students are paid and can receive other support services such as transportation, day care for preschool children, job counseling, and job placement assistance.

- An active employment area for women in nontraditional jobs is in the construction trades. In June 1978, the U.S. Department of Labor set strict guidelines for employers to use in employing women in construction. Employers, not construction unions, must meet certain goals and timetables for hiring women in construction trade jobs. The new regulations apply in any state, county, district, or city construction contract or subcontract that involves federal dollars.

  To enter the construction trades, women usually must first join apprenticeship programs. Construction apprenticeships most popular with women are carpentry; operating engineer; painter, decorator, and paperhanger; plumber; pipefitter; and roofer. Women are active in over 100 trades in California.

- A nontraditional occupation for men that is rapidly expanding is nursing. California hospitals are anxious to bring men onto their nursing staffs for general duty, emergency room, operating room, and intensive-care-unit work. Nursing salaries are increasing, with the current monthly salary range from $1,100 to $1,300.

- Efforts to attract and hold men in jobs traditionally filled by women have met with varying degrees of success in the banking industry. There is agreement among personnel officials of two large banking firms, Wells Fargo Bank (San Francisco) and Security Pacific Bank (Los Angeles), that some young men entering clerical and banking positions have difficulty adjusting to the female-dominated work environment. Their problem may be complicated by the fact that most entry-level positions filled by young men are supervised by women. Some men feel their masculinity is threatened by the female-intensive working environment. However, if this factor is not viewed as a problem by men, advancement opportunities in the growing banking field provide a bright future for the hard-working and ambitious male employee.

Try LEARNING AID 12 to see how well you understand the material covered thus far in this section.

Student Nurses – Long Beach City College

LEARNING AID 12

WHAT EMPLOYERS LOOK FOR

Indicate which of the following statements are true or false.

_____ 1. The hobbies and leisure-time interests of a woman job applicant are of no interest to employers because they do not relate to nontraditional occupations.

_____ 2. Because nontraditional job opportunities are expanding at such a rapid rate, most women who find such jobs are new or first-time jobholders.

_____ 3. Many nontraditional jobs in industry are closed to women because they do not possess the necessary manual dexterity.

_____ 4. The majority of women who try out nontraditional jobs involving lifting, noise, and grime usually quit after a short time.

_____ 5. Opportunities to enter nontraditional occupations in the public sector seem to be greater than in the private sector.

Answers to Learning Aid 12

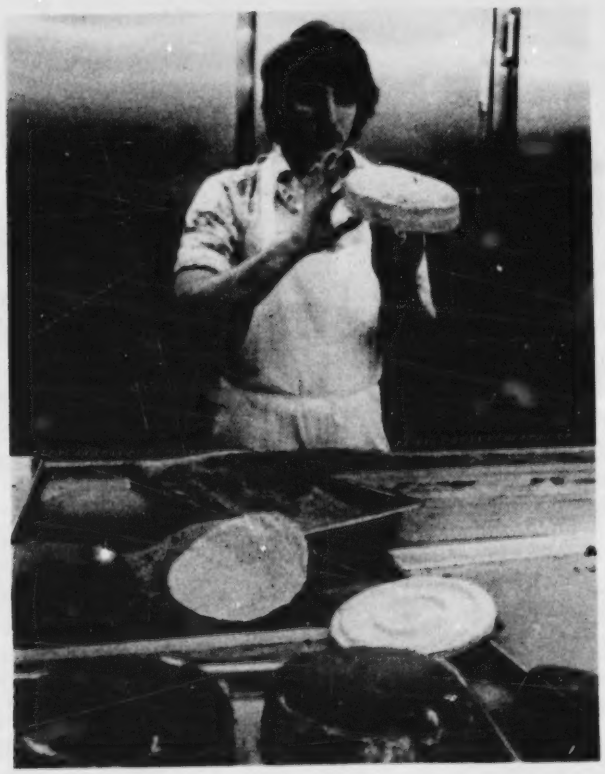
1. **False** It is true that leisure-time interests and hobbies are one's private affair, but employers look to such clues as an indication of potential suitability for nontraditional jobs, particularly for women.

2. **False** No pattern is yet established, but it appears that more nontraditional jobs for women are filled by company employees who transfer or bid for such jobs than enter directly from outside the company.

3. **False** Manual dexterity deals with the skill one possesses in using one's hands in the manipulation of things. Women have equal or superior manual dexterity to most men because physical strength is not critical in manual dexterity.

4. **False** Reports indicate that the majority of women stay in such jobs. The proportion of women who quit does not seem to be greater than the proportion of men who quit.

5. **True** Thus far, the opportunities to enter nontraditional occupations appear to be greater in the public sector (local, state, and federal agencies) and in CETA. In the long run, opportunities in the private sector may catch up or surpass the public sector, but for the present there seems to be a commitment to nontraditional employment in public agencies.



9 WHAT EMPLOYERS SAY THEY WANT

"Women have had no exposure, no hands-on experience, no role models, no resources concerning nontraditional work, and the experiences of their friends and family members are very narrow."

The examples in the last section indicate some of the opportunities that exist and the steps that are being taken in the private and public sectors to attract more men and women into nontraditional jobs. The major point for women entering the labor market today is that a great many more jobs are open to them than five years ago—jobs that offer top dollars, status, skills, training, and job security.

How do you know if you qualify for a nontraditional career? The "must" ingredient, employers say, is a *strong self-image.* You must be self-confident, motivated to succeed, resilient (men employees may kid you

at first; some will openly resent you), and possess a "can do" attitude about the job. Women entering many nontraditional jobs must have physical strength and stamina and may have to endure grime, dirty hands, broken fingernails, and messy hair. If the job is an outdoor one, she must work in bad weather. If the employer furnishes public services (i.e., utilities such as gas, electricity or telephone service), she must be willing to work some weekends and during emergencies. In summation, she must do the same job that male workers are doing in the same line of work.

Many firms hiring women for nontraditional occupations are providing extensive technical training. For these occupations, employers say they search for women who have abilities or knowledge in one or more of the following areas:

- Hands-on tool use
- Technical vocabulary knowledge
- Mathematics
- Basic electricity theory
- Basic machine shop; machine theory
- Drafting; mechanical drawing
- Engine maintenance and repair
- Science (chemistry, physics, other life and natural sciences)

Because few women are knowledgeable in these areas at the present time, some companies offer employees paid tuition grants in order to obtain needed skills and knowledge through regional occupational programs/centers, adult night school, or nearby community colleges. In addition, many companies are developing job-related self-pacing home-study courses, videotape instruction, classroom training programs, and on-the-job training.

Getting a nontraditional job is the first step; just as in any other job, keeping it requires responsibility and getting along with co-workers. This is reflected in the following comments of employers and labor officials.

- We're quite willing to give scholarships to any and all women we can find, but first the woman needs to know something about the job she wants. The best way to get on here is to have a good strong technical background with computer skills as well.

  – Lockheed Missiles and Space Company, Inc. Sunnyvale

- Working here for a woman is no different than working anywhere else. It's hard work and getting along with other workers so you can get the job done.

  – Southern Pacific Transportation Company San Francisco

- What will make a woman successful at ARCO is acceptance by her peers and being able to get the job done. Once a woman is on board, we will give her all the help she needs to grow.

  – Atlantic Richfield Company Los Angeles

- A key issue for the men in nontraditional jobs in our firm is the question of economics and masculinity.

  – Wells Fargo Bank San Francisco

- If a woman is interested in the building trades, she has to be able to work outside, know her physical abilities, and most of all be committed to the industry. To help her get there, she needs to take the most relevant training her school has to offer.

  – Representative, Northern California Surveyor's Apprenticeship Committee, Oakland

- A woman needs to take math, computational skills, and drafting in order to be prepared for our type of work. She has to be willing to learn and have a commitment to the apprenticeship program. I wish we had more interested women.

  – Administrator, Operating Engineers Joint Apprenticeship Committee, Sloughouse

- Contractors would like to see people entering the trade fully understanding what it's like to work in the construction industry. This includes an overview of each trade (such as carpenters, electricians, plumbers), a discussion of the seasonality of employment, what it is like to work outdoors in heat or extreme cold, and how to budget one's income to cover periods of unemployment. Contractors also want people with basic knowledge including types of woods, basic carpentry, tools, and shop math. Blueprint reading is desirable, but not as important as the other skills mentioned.

  – Job Placement Counselor, Regional Occupational Program, San Mateo

In addition, employers say they want the following things:

1. More trained workers (men or women);
2. More women who are willing (and vocationally prepared) to take nontraditional jobs;
3. More men who are willing to take nontraditional jobs (and the lower pay that usually goes with nontraditional jobs for men);
4. More women who are willing or able to travel or be reassigned geographically;
5. More women who are prepared and willing to go into supervisory and management positions.

Many employers say they want women to have a greater variety of experiences, hobbies, and interests related to nontraditional jobs. Employers would like women to be better prepared in school (through math, science, and other related classes and the vocational education programs and courses they take) for nontraditional occupations.

In summary, most employers believe that definite progress is being made in encouraging women to enter nontraditional occupations.

Before learning what nontraditional employers say about their jobs, answer the questions in LEARNING AID 13.

LEARNING AID 13

WHAT EMPLOYERS SAY

Indicate which of the following statements are true or false.

_____ 1. According to employers, a strong self-image is important to anyone entering a nontraditional occupation.

_____ 2. Most women have the necessary background, interests, and education to qualify for nontraditional jobs in industry.

_____ 3. Apprenticeship programs are a major means for women to gain into nontraditional occupations in the construction industry.

_____ 4. Some employers say that women should be willing to travel or be reassigned geographically in order to compete with men in nontraditional jobs.

_____ 5. Men who wish to enter a nontraditional occupation should be prepared to earn lower average wages than women who enter a nontraditional occupation.

(See answers on next page)

Answers to Learning Aid 13

1. True — Employers generally agree that a strong, positive self-image is very important for persons entering a nontraditional occupation.
2. False — Some women do, but many more do not because of past stereotyping that discouraged them from taking up hobbies, classes in school (vocational courses, math and science), or extracurricular activities that would prepare them for an equal footing with men in many industrial jobs.
3. True — In most cases, apprenticeship is the most appropriate means of gaining entry to construction jobs for both men and women.
4. True — Many employers say that women need to be willing and able to travel or move in order to meet the demands of some nontraditional occupations.
5. True — Most nontraditional occupations for men have lower wage levels than most nontraditional occupations for women. This is because many female-dominated occupations are lower paid than those dominated by male workers.

10 NEW DIRECTIONS— NEW JOB CHOICES

"Students need field trips to observe nontraditional employees on the job; they need to hear these employees discussing their jobs."

Men and women who hold nontraditional occupations frequently have a different perspective about their jobs than their employers. The comments of nontraditional workers often are directed toward three topics—their self-image as nontraditional employees, life on the job as it relates to their co-workers, and being prepared for the work they do.

Self-Image

Everyone agrees that a good self-image is important for nearly every personal undertaking. Feeling good about yourself helps you get through the tough times at school or at work. How do nontraditional workers feel that their jobs affect their self-image?

- Success in a nontraditional job is a combination of assertion and talent. The hardest part is fighting self-doubts.
  — Woodcarver (woman)
  Marin County

- You need to be a self-starter and take personal responsibility for what you do on the job. I love what I'm doing because I didn't have much self-confidence and now I am becoming more successful at my work.
  — Self-employed owner of a personnel agency (woman), San Francisco

- I'm really not concerned with the image of being a male secretary. To me, being a secretary means money and a lot of personal satisfaction. I like the accomplishment of doing things correctly and doing them well. I enjoy the everyday contact with people and the mental effort for detail and accuracy has always been challenging.
  — Secretary (man)
  San Francisco

- I want to be a *nurse*, not a "male" nurse.
  — Student nurse (man)
  Long Beach

- I was in the Air Force police before this, so I'm used to comments about "lady cop." At first, they didn't want me to have a gun because they didn't think a woman knew how to use it. But the job has worked out okay and I've been fairly treated. The economic benefits are good. I have three kids to support. My friends think I'm doing really well and I guess I am!
  — Security Guard (woman)
  Aircraft Company, Santa Clara County

- I work drill presses, punch presses, and general machines. People have been very supportive, so far. Perhaps because I'm younger, people tend to think I need more help. My training helped me adjust to being one of a few women doing this kind of work. The training helped me learn to do the job and to mentally accept that I *could* do it.

  – Milling Operator (woman)
  Aircraft Company, Santa Clara County

- There are six women in my crew of 25 persons. I work outside. I've been doing it for three years and, except for the dogs, it's great! I'd like to advance, but PG&E is largely technical and I don't have the background. The company wants more women working outside—especially in maintenance work like gas lines and such.

  – Meter Reader (woman)
  Pacific Gas and Electric Company, San Francisco

- I feel that I'm representing a new group of women by entering an occupation that has been closed to women in the past. I got hit with "Couldn't you get a woman's job?" at first, but I just decided to be persistent, assertive, and fair. It was discouraging in the beginning, but I've learned that I can interact on a whole new level and tihis has made me much stronger as a person. Physically stronger, too!

  – Tile Setter/Electrician's Apprentice (woman)
  Alameda County

- I do engraving, blueprint reading, and operate machines. I work mostly with men and I have to cope with certain resentments from my co-workers like "You make good money for a *woman*." My attitude is that I'm here to do the best job I can do. Most of my fellow workers are like that, too, and try to understand why I'm here. I think that all of us need help in human relations—learning how to get along with each other.

  – Aircraft worker (woman)
  Lockheed, Santa Clara County

- It's important to remember that nobody is born doing a nontraditional job. There is no particular type of person best fitted for a job like this. It's a combination of many things—getting trained and being willing to give it a try. I experienced some chauvinism during my training, but now people are only concerned with the quality of my work.

  – Custom furniture and cabinet maker (woman)
  Berkeley

Life on the Job

Men and women face the requirements of the work itself, plus learning how to fit in with workers already on the job. Persons in nontraditional occupations may find the latter to be trying.

- The hardest part was getting used to the physical limits. Women who are willing to do physical labor have it made. The company wants more of them.

  – Meter Reader (woman)
  Pacific Gas and Electric Co., San Francisco

- I am one of the few women on the job. The others (men) are really difficult on women—they give no slack at all. I work the graveyard shift (midnight to 6 a.m.) loading parcels onto a truck. The pay is good, but it's backbreaking work. I had to be damn aggressive and endure, but it's getting better.

  – Teamster (woman)
  United Parcel Service, Oakland

- I wish I had started earlier. I work in a technical field where my knowledge is what counts most, rather than my sex. My team (other male employees) has been encouraging and most helpful.

  – Maintenance engineer (woman)
  Pacific Southwest Airlines, San Diego

- I love seeing my work completed. I have the opportunity to learn new skills and techniques and grow in my craftsmanship. The hardest part was getting over the fear—the real and imagined.

  – Cabinet maker (woman)
  Berkeley

- I walked into my first boatyard with my tools and experience and the men just laughed at me. I didn't know anything when I first started working here. I put in my time as a grunt, scrubbing boat hulls for the first year. The chances are twice as good for a woman to get hired today as when I started. I really don't think the guys knew what it would be like to work with a woman all day.

  – Boatyard repair worker (woman)
  Richmond

- The hardest part is the transitional period—learning to be patient and being a beginner.

  – Metal worker (woman)
  San Francisco

- The response I get from patients, especially the kids, is very interesting. They all think I'm the doctor. I respect my role as a nurse and I don't want the responsibilities of the doctor. My confidence was built up through time, work, and knowing what the job involves.

  – Registered nurse (man)
  San Diego

Preparation for Nontraditional Jobs

Skill training *should* be the same for men and women who hold the same job. Often it is not. In too many schools, girls are counseled into traditional classes for females and boys are programmed into classes deemed suitable for them. Even extracurricular activities, such as athletics and student clubs, have followed sex-stereotype lines in the past. This does little to prepare either sex for nontraditional employment. Fortunately, it is ending in schools throughout the nation.

- I started as a teacher's aide in school, working with kids from kindergarten to 8th grade. I also had to relearn many things in order to apply them to the kids. I had to learn math all over again, and how to play children's songs on the piano. It's important to take as many courses as possible in special education and early childhood education. I found purpose and satisfaction in a job assumed to be for women only.

  – Preschool Teacher's Aide (man)
  San Diego

- In high school I concentrated on general office training courses, typing for accuracy and speed, bookkeeping, and shorthand. These kinds of classes really give you a good, solid background.

  – Secretary (man)
  San Francisco

- Nobody really guided me into this. I knew electronics was where the jobs were, so I just went and got my training!

  – Electronics Technician (woman)
  Aircraft company, Santa Clara County

- Women have the cognitive skills to be trained, but lack the background in terms of physical, emotional, and psychological support/experience to be successful in nontraditional occupations without further training.

  – Women's Apprenticeship Program Director
  San Francisco

- Completers of nontraditional vocational programs, and in particular female completers, have an excellent chance for a good-paying job in a wide variety of occupations. This is not true for men; completers have an opportunity for a number of occupations, but the majority of these are low paying.

  – Vocational Program Administrator, Community College, Los Angeles

Confronting the Reality of Nontraditional Employment

Most nontraditional employees find their choice brings them personal satisfaction, growth and advancement. At the same time, many agree that the path they follow is not an easy one. Most find that support from friends and family members is important to them both before and after they enter a nontraditional occupation.

Some nontraditional workers find that when they have human relations difficulties at work, their supervisors and co-workers have had little or no training in helping the work group adjust to the presence of members of the opposite sex. In addition, the nontraditional employes may have to handle harassment by co-workers or customers of the opposite sex who are unaccustomed to interacting with nontraditional workers. Often such harassment is good-natured, but sometimes it is not.

Occasionally, nontraditional workers are subjected to comments referring to their masculinity or femininity. "Why would a normal woman want to work on a job where she gets dirty?" or "Why would a man want to do a woman's job?" These kinds of comments are made to challenge an individual's sexual identity and they are difficult to ignore. In most cases, nontraditional employees say it is best to let such comments pass.

These and other problems of gaining the respect of the people you work with as a nontraditional employee are the reasons why having a strong self-image and inner strength (as well as good humor and patience) are emphasized by employers and experienced nontraditional employees.

Benefits of Nontraditional Occupations

For those who choose a nontraditional occupation, the benefits are apparent. Among those mentioned by nontraditional employees and employers are the following:

- More employment options and upward career mobility as new skills are acquired.

- For women especially, there is greater earning power—often double the income found in traditional jobs for women.
- A more satisfying life style because you are doing work you like and are interested in.
- A better chance to move into supervisory or management positions.
- A chance to move from nontraditional employment into self-employment or small-business ownership. This is a direction many women take after they gain skills and a knowledge of the business and the marketplace.
- Often nontraditional jobs provide individuals with the chance to do work that is self-pacing, outdoors, more personally interesting or challenging.

These are only some of the advantages to pursuing a nontraditional occupation. The advantages of being a pioneer in the workplace as a nontraditional employee can more than offset the difficulties that may be encountered.

If a nontraditional occupation appeals to you, consider preparing for it now while you are in school or engaged in a career-planning activity.

Try answering the questions in LEARNING AID 14 before learning more about the nontraditional vocational education opportunities that are available to you.

LEARNING AID 14

WHAT NONTRADITIONAL EMPLOYEES SAY

Indicate which of the following statements are true or false.

_____ 1. Nontraditional employees strongly agree with employers about the things that are being done by employers to help them enter and succeed in their nontraditional jobs.

_____ 2. Self-image was considered important by employers, but not by persons who hold nontraditional occupations.

_____ 3. Men do not have problems with self-image in nontraditional occupations.

_____ 4. Most nontraditional employees agree that employers provide adequate human relations training to supervisors and traditional employees so that new nontraditional workers will have minimum adjustment to the work environment.

_____ 5. Most workers find the disadvantages of nontraditional occupations outweigh the rewards or benefits.

Answers to Learning Aid 14

1. False Many individual firms have taken steps to assist nontraditional employees, but a large portion of nontraditional employees feel that much more assistance would have been helpful.
2. False Holders of nontraditional jobs said that a strong self-image was very important. They agreed with employers on this point.
3. False Men have to contend with the image others have of them as well as their own self-image, because many nontraditional jobs for them have long been considered "woman's work."
4. False Nontraditional employees believe that few of their bosses or co-workers (of the opposite sex) are adequately prepared when a nontraditional employee arrives on the scene.
5. False In some cases this may be true, but for most individuals who enter nontraditional occupations, the personal satisfaction and economic rewards (especially for women in nontraditional occupations) far outweigh the disadvantages.

11 PREPARING For A Nontraditional Career

". . . students need exposure to *all* the vocational education programs being offered—not a one-paragraph description in a catalog—but an in-depth exposure of a week or more to all the programs. Students need to see the nontraditional environment, the tools, the products. They need to know what the acquisition of certain skills will do for them in terms of entry and mobility within an occupation. They need to learn something about general wage levels, career ladders and options, job stability, and market demand."

Once you have chosen a career, you can begin to take steps that will prepare you for it. You may explore the career you want by talking to others, reading about it, or by taking classes in school that are related to your career interest.

You may not know it, but you have started your career!

Going to school is a key part of your total career development. Participating in hobbies and leisure-time activities also is part of that development—and so is having a job. School, hobbies, and work. These undertakings help you learn more about yourself. You learn people-relating skills, teamwork, working with tools and materials, your likes and dislikes, patience, physical endurance and stamina, problem-solving and decision-making. These are the mental and physical abilities you will use and expand on throughout your career. For example, if you enjoy doing things with other people, you might consider a career in which you can work with others or have public contact. If you like being outdoors or doing physical things, you might choose an occupation in construction. If you enjoy talking with others and helping them to solve problems, perhaps you would be suited for a career as a travel agent.

Your choice of a career will be influenced by many things; however, students report that five major factors are involved in career planning.

1. **Experiences.** These include courses you take, especially in high school and community college. Your experience with work; part-time, summer jobs, and full-time jobs. Your experiences at home with travel and other activities.

2. **Interests.** These include your personal interests, hobbies, and leisure-time activities.

3. **Role models.** Other persons whom you admire and would like to imitate in some way. You do not have to personally know such people, just know about them. Thus, a role model could be an older sister or brother, a friend of the family, a local store owner, or a television or other public personality you have never met.

4. **Friends and relatives.** The ideas, acceptance, rejection, support, and concern for you by others are influences on you in many areas of life as well as in occupational choice. Making sure that your choices are what you want and not what friends and relatives think would be best for you is an important consideration.

5. **Knowledge of career options.** This includes what you know about skills needed to enter an occupation, the conditions under which you will have to work, earnings, and the opportunities for career progress.

Figure 4

FIVE MAJOR INFLUENCES IN MAKING CAREER PLANS

Source: Influencing factors adapted from a study: *Secondary Students' Views on Occupational Sex Stereotyping.* Indiana University, Bloomington, 1977.

The influence of these and other factors changes with time and as you grow in confidence. The more you learn about the facts related to certain career options, the more you can base your career planning on your own needs and the match between them and the type of work you want.

While in school, a good place to begin an assessment of your own career plans is to review the pattern of courses you have taken. SELF AWARENESS 15 is designed to help you do this.

Some of the courses you take in school are influenced by diploma or degree requirements as well as by how they fit your career plans. However, you do have some choice in the classes you take. Look at your answers to the two statements in SELF AWARENESS 15 and ask yourself the following questions:

1. Do most of your current or past classes fall into one of the given categories? If so, do you think that the pattern of classes you have taken matches your future educational plans?

2. Does your answer to the previous set of questions match your educational plans? Do you believe that the classes you have taken thus far in school will prepare you for the kind of work you would like to do when you have completed your present education? Will they prepare you for further education or training that will be necessary for you to do what you want?

SELF AWARENESS 15

INDIVIDUAL ASSESSMENT OF EDUCATIONAL EXPERIENCE AND PLANS

Which of the following statements best describes your present (or past) *choice* of classes?

① Most of my classes have been related to:

_____ GENERAL EDUCATION: I am not trying to specialize in any education or career area presently.

_____ BUSINESS: office work, sales, bookkeeping.

_____ AGRICULTURE: ornamental horticulture, crop management, livestock.

_____ FINE ARTS: art, drama, music.

_____ TRADE OR INDUSTRY: auto, drafting, electronics, graphic art, metal, wood.

_____ HOME ECONOMICS: clothing, foods, child care, home management, consumer studies.

_____ COLLEGE/UNIVERSITY PREP: I plan to attend college.

_____ NONE of the above match my present choice of classes.

Which of the following statements best describes your *plans* for education?

② Currently, I would like to:

_____ Leave school before completing high school.

_____ Complete high school.

_____ Complete a two-year college program.

_____ Complete a four-year program.

_____ Complete a post-graduate program.

_____ Complete an apprenticeship program.

_____ Complete training in a trade school or technical training program.

_____ None of the above match my present plans for education.

If you are dissatisfied with your answers to these questions, SELF AWARENESS 16 can help you determine your counseling needs.

Nontraditional Vocational Programs

If your career interest is nontraditional, you can prepare for it by enrolling in suitable academic and vocational education courses that will provide you with the necessary knowledge and skills. It is likely that a nontraditional career will call for preparation in nontraditional vocational programs.

A list of the nontraditional vocational programs offered in secondary schools and community colleges in California (1976-1977) is shown in table 3. Check to see if a particular vocational course of interest to you is on the list. If it is—and the vocational course or program is offered in your school or community college—the chances are that 80 percent or more of the students enrolled in it are of the opposite sex. In looking at the information on table 3, keep the following things in mind:

1. There are many more vocational programs offered in California than appear on this list. The list contains only "nontraditional vocational programs" for males or females.
2. The list contains only those nontraditional programs in which there were at least 500 students enrolled in the whole state. There are a few other nontraditional programs, but fewer than 500 students are taking them at present.
3. The vocational programs shown on the list are grouped in seven categories that are used by the U.S. Office of Education. These are: Agriculture, Distributive Education, Health-Related Occupations, Home Economics-Related Occupations, Technical (most of these are offered only at the community college level), and Trade and Industry Programs.

SELF AWARENESS 16

SELF-ASSESSMENT OF COUNSELING NEEDS

At present, what counseling assistance do you need with education or career planning?

_____ I need considerable help in figuring out what I am going to do.

_____ I have some things planned but could use additional help.

_____ I do not need additional help at this time.

COMMENTS

- If you checked the last statement, you may already know a great deal about what you want to do, or perhaps you are not ready to make any firm commitments or plans for education or career.

- If you checked either of the first two items, you should begin by taking any or all of the following steps:

  1. Talk to your parents, guardians, or other knowledgeable persons whom you know and trust. Talk with them frankly about your concerns regarding education and/or future work.

  2. Make an appointment to talk to your counselor or a teacher who knows you. Let them know about your need to obtain more information or get advice about your school or career plans.

  3. Review your school catalog or student handbook and see what student counseling services are available to you. Explore taking a vocational interest inventory or aptitude test so you can get a better idea of what your strengths and interests might be.

  4. Find out about local community career centers such as the YWCA, YMCA, or other nonprofit career assessment counseling centers. If such career counseling services exist, make an appointment to learn about their resources and how you can use them.

These steps will get you started. Talking to friends is helpful on many occasions, going to a school or local library and reading up on career planning or educational options can also be useful; but when it comes to making your future plans, you need to talk to someone who is knowledgeable and experienced in providing educational and/or career-planning advice.

Table 3

NONTRADITIONAL PROGRAMS IN CALIFORNIA HIGH SCHOOLS AND COMMUNITY COLLEGES ENROLLING 500 OR MORE STUDENTS IN 1976-77

USOE* Code	Vocational Program Title	Nontraditional Program for: Males	Females
	AGRICULTURE:		
01.0300	Agriculture Mechanics		x
01.0301	Power Machinery		x
01.0303	Soil Management		x
01.0601	Forest Conservation		x
01.0700	Forestry Production		x
	DISTRIBUTIVE EDUCATION:		
04.0200	Apparel and Accessories	x	
04.0500	Floristry	x	
	HEALTH-RELATED OCCUPATIONS:		
07.0101	Dental Assisting	x	
07.0102	Hygiene	x	
07.0301	Nursing	x	
07.0302	Practical Nurse	x	
07.0303	Nursing Assistant (Aide)	x	
07.0307	Home Health Aide	x	
07.0900	Miscellaneous Health Occupations	x	
07.0904	Medical Assistant (office)	x	
07.0908	Food Service Supervision	x	
07.0999	Health Occupations Education	x	
	HOME ECONOMICS-RELATED		
09.0201	Care and Guidance of Children	x	
09.0202	Clothing Management, Production, and Services	x	
09.0204	Home Furnishings, Equipment, and Services	x	
09.0205	Institution and Home Management Supervision	x	
	OFFICE OCCUPATIONS:		
14.0401	Communications Systems Clerk	x	
14.0406	Reception and Information Clerk	x	
14.0700	Stenography, Secretary, and Related	x	
14.0701	Executive Secretary	x	
14.0702	Secretary	x	
14.0703	Stenographer	x	
14.0799	Stenography, Secretary, Related Other	x	
14.0900	Typing and Related Occupations	x	
14.0901	Clerk Typist	x	
14.0999	Typist and Related, Other	x	
14.9900	Office Occupations, Other	x	
	TECHNICAL PROGRAMS:		
16.0100	Engineering Related Tech.		x
16.0103	Architectural Related Tech.		x
16.0104	Auto Technology		x
16.0106	Civil Technology		x
16.0106-02	Sanitation Technology		x
16.0107	Electrical Technology		x
16.0108	Electronics Technology		x
16.0109	Electromechanical Technology		x
16.0111	Industrial Tech.		x
16.0113	Mechanical Tech.		x
16.0113-03	Mechanical Tech. Production		x
16.0199	Engineering Related Tech.		x
16.0503	Teachers Assistant, Primary	x	
16.0601	Commercial Pilot Training		x
16.0602	Fire and Fire Safety Tech.		x
16.0603	Forestry Technology		x
16.0699	Misc. Technology Education		x

*U.S. Office of Education program identification number

Table 3 (continued)

USOE* Code	Vocational Program Title	Nontraditional Program for: Males	Females
	TRADE AND INDUSTRY:		
17.0100	Air Conditioning		x
17.0101	Cooling		x
17.0200	Appliance Repair		x
17.0300	Automotive Services		x
17.0301	Auto Body Fender		x
17.0302	Mechanics		x
17.0303	Auto Specializations		x
17.0399	Auto Services, Other		x
17.0400	Aviation Occupations		x
17.0401	Aircraft Maintenance		x
17.0500	Blueprint Reading		x
17.0600	Business Machine Maintenance		x
17.1000	Construction and Maintenance Trades		
17.1001	Carpentry		x
17.1002	Electricity		x
17.1003	Heavy Equipment		x
17.1003-02	Heavy Equipment Operation		x
17.1004	Masonry		x
17.1005	Painting and Decorating		x
17.1007	Plumbing and Pipefitting		x
17.1008	Drywall Installation		x
17.1010	Roofing		x
17.1099	Construction and Maintenance, Other		x
17.1200	Diesel Mechanic		x
17.1300	Drafting		x
17.1400	Electrical Occupations		x
17.1401	Industrial Electrician		x
17.1499	Electrical Occupations, Other		x
17.1500	Electronic Occupations		x
17.1501	Communications		x
17.1503	Radio-Television		x
17.1599	Electronic Occupations, Other		x
17.2200	Maritime Occupations		x
17.2300	Metal Working		x
17.2302	Machine Shop		x
17.2303	Machine Tool Operation		x
17.2304	Metal Trades Combination		x
17.2305	Sheet Metal		x
17.2306	Welding and Cutting		x
17.2306-03	Welding, Combination		x
17.2399	Metal Working, Other	x	x
17.2602	Cosmetology	x	
17.2700	Plastics Occupations		x
17.2801	Firemen and Firefighting Training		x
17.2903	Meat Cutter		x
17.3000	Refrigeration		x
17.3100	Small Engine Repair		x
17.3300	Textiles, Production and Fabrication	x	
17.3302	Tailoring	x	
17.3399	Textiles, Production and Fabrication Other	x	
17.3600	Woodworking Occupations		x
17.3601	Mill and Cabinetmaking		x
	Total Number of Nontraditional Vocational Programs:	32	70

Source: Carvell Education Management Planning, from Student Enrollment Data for 1976-77, VE 48.

Nontraditional Vocational Programs for Women

Table 3 shows that there are twice as many vocational programs considered nontraditional for women as men. There are 32 nontraditional vocational programs for men compared with 70 for women. Not only is the number of nontraditional vocational programs greater for women, the subject areas in which they occur are different from those for men. Women will find the greatest opportunities in nontraditional vocational programs in the following areas:

- Agriculture programs
- Technical programs except Teacher's Assistant (primary)
- Trade and Industry programs except Cosmetology, Tailoring, and Textiles Fabrication courses

Nontraditional Vocational Programs for Men

If you are male, most of the programs in the following groups are considered nontraditional:

- Distributive Education
- Health-Related Occupations
- Home Economics Related
- Office Occupations

Remember, there are vocational education programs offered in all of these subject areas where student enrollments are balanced between men and women. The most important factor is not whether a course is nontraditional, but whether it fits your own career plans.

Other Subjects and Useful Experiences in School

It was suggested earlier that you consider the life style you want in planning your career. Choosing a way of earning a living that suits your interests, personality, and values will provide you with a richer, more integrated life. Should your choice be a nontraditional career pattern, here are some specific things that persons in nontraditional occupations suggest while you are still in school.

- Take vocational programs in school that will help you land that nontraditional job. High priority for females should be given to courses in math and science as well as courses in any of the following: drafting, blueprint reading, auto mechanics repair, machine shop, electronics or electricity, and construction technology.

- In addition to your regular educational program, males interested in nontraditional occupations should explore the possibilities in the following areas: child care, distributive education, health services, homemaking education, and office occupations.

- If you want to enter an occupation that is physically demanding (such as police work, firefighting, or construction), enroll in some courses in physical fitness, weight-lifting, or other programs to build your strength and endurance.

- Courses that will help you gain a better understanding of the world of work will also be an asset for you in any occupation you enter. Some of the other courses you might consider are: business, marketing, supervision and leadership, economics, business law, bookkeeping or accounting, communications, and human relations.

Some of these suggestions apply not only to nontraditional occupations, but to any occupation in business, industry, or the public sector. Before reading the next section, which tells you something about other ways to gain entry and prepare for nontraditional occupations, answer the questions in LEARNING AID 17.

LEARNING AID 17

ISSUES IN MAKING CAREER PLANS AND PREPARING FOR A NONTRADITIONAL OCCUPATION

Indicate which of the following statements are true or false.

_____ 1. You need not think about the life style you want when choosing a career because the two aspects of your life are separate.

_____ 2. Most students find that there are about five major factors that influence their career planning.

_____ 3. Taking a nontraditional vocational program in school is a good way to prepare for a nontraditional occupation.

_____ 4. If you have doubts about your school or career plans, it is usually a good idea to see your school counselor.

_____ 5. There is no relationship between the nontraditional vocational programs you find in school and the nontraditional occupations you find in business and industry.

Answers to Learning Aid 17

1. False — You may want to keep your private life separate from your work, but as a total person the things that happen in one part of your life have a way of affecting other aspects and relationships. The type of work you do has an impact on the way you feel about yourself, the economic scale at which you live, the social life you have, and the amount of leisure time you have to devote to other parts of life.

2. True — Although there may be many factors that affect your career planning, most students find the major influences are related to: 1) experiences at home, school, and work; 2) personal interests; 3) role models; 4) friends and relatives; and 5) knowledge of career options.

3. True — It is a good way, but not the only way. You may need to take other so-called traditional subjects and classes to gain the needed skills and knowledge to qualify for nontraditional jobs.

4. True — This would be a good start. Even though your school counselor may not be an expert in career planning, he or she may be able to provide you with information on where you can receive assistance.

5. False — There are some differences, but there is an overlap as well. There are some occupations considered nontraditional that call for vocational preparation in traditional programs. A good example is women in police work. This is a nontraditional occupation, but the large number of women who are enrolled in law enforcement vocational programs makes the enrollments balanced between men and women, classifying it as a traditional program.

12 OTHER OPTIONS...

Suggestions for career planning and preparation while you are in school were offered in the preceding section. There are other ways to obtain information and get involved with a nontraditional career whether or not you are in school. Three such possibilities are mentioned here because they are important in providing nontraditional occupational preparation and entry. These are apprenticeship programs, Comprehensive Education and Training Act (CETA) programs, and direct contact with employers.

- **Apprenticeship Training Programs**

In 1978 the federal government set goals and timetables for increasing the number of women involved with apprenticeship training.* California was one of the first states to set its own goals for women involvement in apprenticeship. Prior to this action by the state and federal government, it is estimated that only 2 percent of the registered apprentices were women.

Apprenticeship is related to a unionized trade or craft. It usually involves working on the job and attending classes in the evening at a local adult school or community college. The training period lasts from three to five years, during which the apprentice receives special training. For example, currently auto and body repair apprentices receive 8,000 hours of instruction and painter apprentices receive 5,040 hours of training. Entering an apprenticeship program means being willing to attend school while you also learn on the job.

There are more than 300 occupations from which to choose in apprenticeship; women are in 109 of these. Typical apprenticeship occupations include auto-truck mechanic, carpenter, cook, dental technician, meat cutter, office machine mechanic, operating engineer, plumber, roofer, surveyor, and sheet metal worker. For more information on apprenticeship programs, contact:

- A craftsperson in the field of your interest
- A union representative
- An employer hiring apprentices
- The apprenticeship committee for the trade and area in which you are interested
- A representative of the California Division of Apprenticeship Standards
- An employment counselor at an office of the Employment Development Department in your locality
- Especially for women: The Woman in Apprenticeship Program, 25 Taylor Street, Room 617, San Francisco, CA 94102, (415) 673-3925

*Goals and timetables for increasing women and minorities in the construction industry appeared in the *Federal Register*, Dept. of Labor, April 7, 1978. Equal employment opportunity in apprenticeship and training appeared in the *Federal Register*, Dept. of Labor, May 12, 1978.

- **Comprehensive Employment and Training Act (CETA)**

CETA training and job opportunities are available to eligible applicants in most counties in California. Various CETA programs are designed to meet the needs of unemployed persons, native Americans, seasonal and migrant farm workers, disadvantaged youths (16 to 19), ex-offenders, older workers, persons of limited English-speaking ability, and other special target populations.

Vocational education programs and paid occupational training are offered under six different "titles" of the CETA legislation. All of the program titles place eligible individuals in nontraditional jobs; however, you should explore the opportunities more fully with a CETA representative. This can be done by contacting the following:

- County administrative offices in the county where you live. Ask for the address and telephone number of the nearest CETA prime sponsor or intake office.

- State CETA Office, Employment Development Department, 800 Capitol Mall, Sacramento, CA 95814, (916) 445-4546.

- **Direct Contact With Employers**

If you are interested in specific nontraditional employment, the best way to find out about the possibilities is to go directly to an employer. Here are a few suggestions that may make this direct approach easier for you.

1. Find out which firms or agencies in your community are hiring persons with your occupational interest. Sources of information that you can use are local newspaper ads for help wanted, the local office of EDD, Chamber of Commerce offices, merchant and manufacturers associations, school placement offices, or simply your local telephone directory. Check with private employment agencies in your area. These agencies charge a fee for their services. Usually the employer pays the fee, but sometimes the applicant pays. Find out for sure before you go ahead with a job search. If you are responsible for paying the fee, determine the amount beforehand.

2. Have a Social Security number. You can get this free from your local Social Security office.

3. Develop a personal resume. This is a one- or two-page summary about your education and work experience (if any). It should be neat (preferably typed), simple to read, and honest. It should tell the things you have done or are qualified to do in relation to the job for which you are applying. Here are some of the things your resume should include:
   - Your employment objective (what you want to do).
   - Your education and training (especially any nontraditional programs you have taken in school or elsewhere).
   - Your past work history (tell the types of jobs you have held and how long you have worked at each one. Start with your most recent job and then list, in order, each job you have held previously.
   - Your extracurricular activities at school or in the community, volunteer work, or other experiences that show your initiative, interest, and participation in school and community activities.
   - Your hobbies and leisure activities that show your interests and capabilities relating to the work for which you are applying.
   - List several persons as references who know you. This could include former employers or supervisors. If you have not worked, use such personal references as former (or current) teachers and counselors or friends (adults who have known you for some time).

   Be sure to make extra photocopies of your resume or personal data sheet, as it is sometimes called, so that you can give one to each person who interviews you or can attach one to each job application form you fill out.

4. Apply for the job that interests you. The easiest way to find out if a company is hiring anyone for the job you are interested in is to go to the firm or agency and ask for a job. Tell the person who interviews you about your career plans. Refer to your resume and talk about any of the items in which the interviewer takes an interest.

Applying for a Nontraditional Job

You will have to apply for any job you want. The fact that your career interest is nontraditional makes no difference. The job application process is basically a standard one. It usually begins with filling out an application form, followed by one or more job interviews. You may be nervous at first, but with preparation and practice you will get the swing of it.

The job interviewer will want to find out as much as possible about you and your qualifications during a relatively short period of time. Most interviews last about 20 minutes. Be prepared to talk about the things you have listed on your resume or on the application form. The topics covered during a job interview can be far ranging, but there are some topics that are, by law, not to be discussed. According to provisions of Title VII of the Civil Rights Act (refer to section 4 of this guidebook for a review of the state and federal laws that protect you from sex discrimination), an employer should not ask you questions regarding your

marital status, child-bearing plans, the number of children you have, or your child-care arrangements. Despite the law, these topics might be raised by the job interviewer. If they are, many career counselors suggest that you respond politely to the questions you do not mind answering. If you do not wish to respond to an illegal question, ask *how* your answer determines your qualifications for the job.

During the job application process, you are not supposed to be tested for physical requirements unless they are needed for safety on the job. Employers must show why an educational attainment requirement for a job is necessary before such information can be used to screen out applicants. Testing or scoring a job applicant on the use of the English language can be done only when it is vital to job performance. Information about arrest records cannot be requested unless it is a factor in the security or safety of the job to be done. Older persons do not have to give their age.

With these job interview guidelines in mind, you may want to prepare for job interviews by talking with your counselors, teachers, or other persons with experience in this area. Role-playing interviews with friends or in a group can be fun and sharpen your communications skills for the real event.

What You Can Learn During an Interview for a Nontraditional Job

While the interviewer is trying to learn about you and your attitudes, you can be mentally noting questions you would like to ask about the firm and the job for which you are applying. This is particularly important when your job interest is nontraditional. A good interviewer will offer you a chance to ask questions. Here are a few questions you might consider during an interview for a nontraditional job.

1. What will the work environment be? Will you work alone or with a group of employees? Will any of the other work group members be nontraditional employees?
2. Will you receive job training after you are hired? If so, how will such training be provided?
3. How will your performance or progress on the job be evaluated?
4. Should you need help, who would be the person you should contact or talk to on the job? In Personnel?

You do not have to be pushy in asking these or other relevant questions about the job, but it is important that you obtain a clear understanding of what will be involved in the new job and what the firm's expectations are of you. Depending on what you learn during the interview, you may not need to ask many questions about the job. But by asking the proper questions when you have the chance, the interviewer will know you are serious about nontraditional employment.

Now answer the questions in LEARNING AID 18 to see if there are topics about which you want to do more reading before going to the last section of this guidebook.

LEARNING AID 18

Indicate which of the following statements are true or false.

_____ 1. Apprenticeship programs are designed to link on-the-job training and related classroom instruction.

_____ 2. CETA offers very limited opportunities for training and jobs in nontraditional occupations.

_____ 3. A job resume should contain a summary of your education, past work experience, and other interests that are job related.

_____ 4. In applying for a nontraditional job, you should not act forward by asking about the work environment in which you will be working.

_____ 5. During the job interview, the person interviewing you can ask any question he or she wishes that will help identify your strengths and weaknesses.

(See answers on next page)

Answers to Learning Aid 18

1. True — Apprenticeship combines on-the-job training and classroom instruction.
2. False — CETA programs offer ample opportunities for nontraditional training and jobs.
3. True — A job resume (personal information sheet) should contain all of this information on one or two typewritten pages.
4. False — Without being pushy, you can inquire into those areas about the job that you need to know in order to make your own decision about accepting a job offer should it be made to you.
5. False — Federal laws prohibit questions not essential to performing the job.

13 WHERE DO YOU GO FROM HERE?

"The methods for moving women (and men) into nontraditional job preparation and placement are 'in place' and available. There's a great deal of printed material on hand and major employers have been . . . (filling) nontraditional jobs for several years now. It's not a new idea. What is new is the pressure on schools to make a commitment on this matter."

Now that you have read the previous sections of this guidebook, you should be familiar with the following topics:

1. The definition of terms related to the world of nontraditional occupations and sex discrimination.
2. State and federal laws that protect you from sex discrimination in school or at work.
3. The part that sex-role stereotyping plays in limiting your choices in school or in the type of work that might interest you.
4. The employment patterns of the labor force in California; the occupational fields in which the greatest opportunities for nontraditional employment are available for men and women.
5. The steps being taken by some employers to recruit, hire, and assist nontraditional employees.
6. The viewpoints of some nontraditional employees about the importance of self-image, life on the job, and job preparation.
7. The benefits and difficulties of a nontraditional career.
8. The types of nontraditional vocational programs that are available in California high schools and community colleges.
9. The options that are available for preparation and entry in nontraditional employment through apprenticeship training, CETA, and direct contact with employers.

Perhaps you are surprised by the number of topics you have covered and the amount of information you have gained about career planning and nontraditional career opportunities. Now you can better decide whether or not a nontraditional career is suited to your interests and values. You may have to do more thinking and investigating before you are ready to set a course of action. Regardless of your decision, you should now be ready to consider three major questions related to your career plans.

1. How well are your present or future education plans matched to your career plans?

   Before you can answer this big question, you may have to think about the following things:

   - Is the length and type of training needed to enter (or advance in) the career of your choice nearly the same as the type or length of training you plan to receive? For example, does the occupation require post-high school training or college? Do you plan to take such training?

- If the educational or training requirements of the occupation are not closely matched to your own educational experience or plans for school, what can be done about it? Do you need to reconsider the occupation you are interested in or are you willing to take the necessary education to qualify? Can you enroll now in some course or courses to better prepare yourself for the work you hope to do?

2. What impact will the occupation of interest to you have on your life style?

   A life style refers to the way you lead your life—how you spend your leisure time, the things and ideas you value, where you live, the food you prefer, the clothes you wear, the friends you enjoy, the extent of your travel, and the way you earn your living. Some persons fantasize about being part of the "jet set," but the realities of such a life style are not in the picture for most of us.

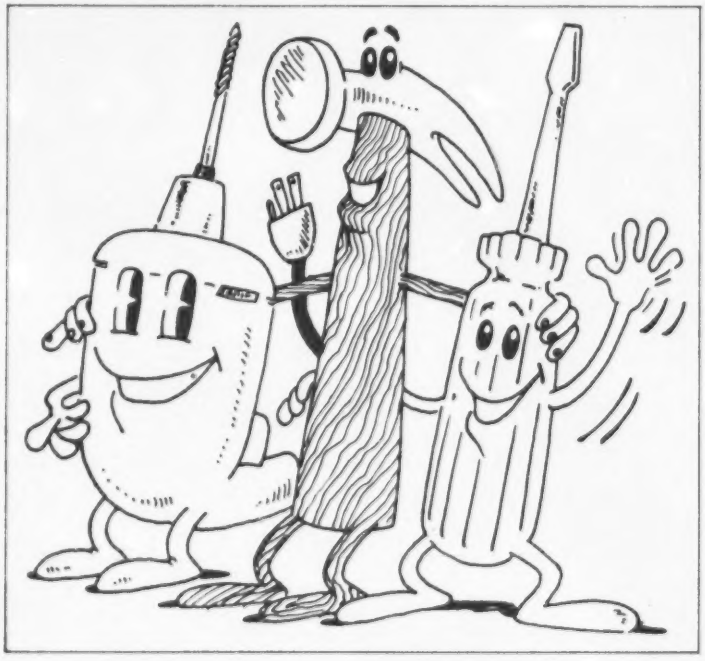
   How you earn your living plays a major role in the quality and social patterns of your life. In exploring how a career, especially a nontraditional one, will shape your life style, a number of questions arise. SELF AWARENESS 19 is intended to help you think about how an occupation has an impact on your life style.

3. What does the career of my choice offer in the way of advancement opportunities, challenging or interesting work, job security, and economic growth?

   For most of us, work takes up a large portion of our time, energy, and mental or physical effort. If work is unrewarding or frustrating, it usually spills over into other parts of our life and the relationships we have with others. For this reason, it is important to identify the things you want from work. Which things are essential? Which things are unimportant to you? You should examine these work issues as you think about the type of career that you want. SELF AWARENESS 20 provides some of the questions that will help you organize your thoughts about what part work plays in your values and preferred life style.

As the final step in career planning, go back to SELF AWARENESS 2, which you completed early in this guidebook, and look at your answers. Now that you have learned something about the importance of the match between your values and interests and the career that you might follow, would your answers be the same? Would you choose the same top five values? Would you rank them in the same way?

The purpose of this student guidebook is to help you learn more about the world of nontraditional careers and help you organize your thoughts and ideas related to your career plans. We hope you have found the material, Learning Aids, and the Self Awareness exercises helpful. Completing this guidebook is only a step in a long journey of career planning for you. Where you go from here in your education and career is up to you. Good luck and have fun as you learn more about yourself and the career options you have ahead, whether or not they include a nontraditional occupation.



SELF AWARENESS 19

EXAMINING THE IMPACT OF AN OCCUPATION ON YOUR LIFE STYLE

Think about any occupation in which you have an interest and try to answer each of the following questions to the best of your knowledge. If you do not have any particular occupation in mind, think about any job that you know something about. Use the job of someone you know, a member of your family, or a friend.

If you do not know the answer to any particular question, check the "Don't Know" column.

Name of occupation _____

	Yes	No	Don't Know
1. Will the job strongly affect my personal life?	____	____	____
2. Will I have to work nights?	____	____	____
3. Will I have noise during the job so that I need quiet at home?	____	____	____
4. Will I meet a lot of people on the job, even people who are crabby or ill-mannered?	____	____	____
5. Will I have to travel on the job?	____	____	____
6. Will I have to live in a specific geographic area or community?	____	____	____
7. Will I be working in a group or alone most of the time?	____	____	____
8. Will I have to exert a lot of physical effort so that I will be tired at the end of the day?	____	____	____
9. Will the work be seasonal?	____	____	____
10. Will the job allow me to use the skills, talents, and interests I possess or that I am willing to acquire?	____	____	____

(See comments)

Comments on Self Awareness 19

There are no specific answers to any of the ten questions in this review exercise. There are different answers for different occupations.

If you were able to answer all of the questions, you have done some thinking about the occupation you have in mind. If you marked "Don't Know" to many of the questions, set about finding the answers by reading about the occupation you have in mind or talk to someone who knows about the job. It would be a good experience to talk to someone who holds the job in which you are interested. If you do get the opportunity, the questions in this exercise can be used as an interview guide.

Your career counselor can also direct you to in-depth information about a specific job or jobs.

SELF AWARENESS 20

EXAMINING PROSPECTS OF YOUR CHOSEN OCCUPATION

Using either a traditional or nontraditional occupation of interest to you, answer the following questions to the best of your knowledge. If you do not know the answer to a particular question, check the "Don't Know" column.

Name of occupation _____

	Yes	No	Don't Know
1. In the community in which you live or want to live, do many persons work in the occupation of your interest?	____	____	____
2. Are most of the people in this occupation of a sex opposite to your own?	____	____	____
3. Are the employment opportunities limited to certain geographic areas?	____	____	____
4. Do you have to belong to a labor union in order to get a job in this occupation?	____	____	____
5. Do you know the wage or salary range for entry-level workers in this occupation?	____	____	____
6. Are the long-range wage or salary advances for experienced workers in this occupation good?	____	____	____
7. Are there unusual physical risks or dangers to the occupation?	____	____	____
8. Are there many opportunities for advancement in this occupation?	____	____	____
9. Can you move up the career ladder to higher positions in this occupational field in a reasonable length of time?	____	____	____
10. Are the opportunities good for obtaining further training, education, or personal growth experiences after entering the occupation?	____	____	____

(See comments)

Comments on Self Awareness 20

Answers to some of the questions in this exercise can be obtained in the following ways.

1. Talk to someone who is employed in the occupation or with an employer.
2. Contact your local office of the Employment Development Department (EDD) and request information or brochures about the occupation.
3. If your school has a career information center or library, look up the information in an occupational brochure.
4. Contact an apprenticeship commitee representative or the labor council in your community.
5. Contact a private employment agency.
6. Talk with your school placement office.
7. Go to your local or school library and look up information in the *Occupational Outlook Handbook*.
8. Contact the Occupational Safety and Health Administration (OSHA) for information about hazardous occupations. OSHA has offices in San Francisco and Los Angeles.